

Organisation of Eastern Caribbean States

Education Reform Unit

Eastern Caribbean Education Reform Project (ECERP)

Curriculum Harmonization

Primary School Language Arts

Grades - Five and Six (5-6)



Anguilla

Antigua and Barbuda

St. Kitts and Nevis

Dominica

St. Lucia

British Virgin Islands

St. Vincent and the Grenadines

Grenada

Montserrat

OERU

Revised Edition

October 2008

Organisation of Eastern Caribbean States

Education Reform Unit

**Eastern Caribbean Education Reform Project
(ECERP)**

Curriculum Harmonisation

CURRICULUM FOR

GRADE V (AGE 10 – 11)

GRADE VI (AGE 11 – 12)

Revised 2008

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Preface

The development of learning outcomes for the core curriculum in OECS primary schools is an essential part of the harmonization of OECS educational systems. The curriculum harmonization process commenced five years ago with discussions between the OECS Education Reform Unit (OERU) and educational personnel in all member countries (See *Eastern Caribbean Education Reform Project: initiative on curriculum and remediation –design Mission report, February 1998*). Subsequent to the preparation of the report, curriculum officers, teacher educators and evaluation officers in a sub-regional workshop in Antigua and Barbuda developed basic principles for language arts in the primary school. All language arts curricula from member countries were examined during the workshop. *The Report of proceedings: sub-regional curriculum and remedial planning workshop* held on October 25 – 30, 1998 presents a full account of the decisions taken at the workshop.

During the three years following the Antigua workshop a core team of curriculum officers and teacher educators, together with groups of teachers and principals from most member countries contributed to the development of the first draft of the outcomes document. Since then the draft has been piloted in different countries and teachers as well as curriculum officers have had an opportunity to provide constructive feedback and suggestions for refinement. Teachers and principals particularly requested that the working team of curriculum officers and teacher educators should produce a Teachers' Guide to assist teachers in working with the outcomes. Such a Guide has been developed and accompanies these outcomes. The purpose of using these learning outcomes is to ensure that all children in OECS primary schools attain an acceptable level of knowledge and skills, and develop those attitudes associated with language arts. Each member country retains the right and responsibility for integrating these outcomes into the national language arts curriculum. As usual, teachers will continue to use their initiative and resourcefulness in the implementation of the language arts programme.

The OERU is extremely grateful for the contribution made by all persons and institutions that have been involved in this developmental exercise. First, OERU expresses thanks to the Canadian International Development Agency (CIDA) for the interest shown and the funding provided for the reform programme. The Ministries and Departments of Education have contributed resource personnel, accommodation, refreshment, ground transportation, and some materials for workshops. Most important, however, have been the high level of cooperation and commitment to the reform effort displayed by both the administrative and professional arms of Ministries of Education.

The following language arts professionals have made a significant contribution over the three-and-a-half year period.

Mrs. Ellentia Harrigan; Mrs. Rosena Brooks; Mrs Yolande Richardson Anguilla

Ms. Serena Henry; Ms. Paula Francis-Spencer; Ms. Jessie Kentish;
Ms. Ekua Richards Antigua and Barbuda

Dr. Quincy Lettsome; Ms. Linden Smith; Mrs. Prudence Mathavious British Virgin Islands

Ms. Nisbertha Buffong; Mr Rupert Lance, Mrs. Cynthia White-Linton	Dominica
Ms. Carol Antoine; Mrs. Yvonne Alexis-Jones; Ms. Andrea Phillip	Grenada
Mrs. Oeslyn Jemmotte; Eliza O’Garro	Montserrat
Ms. Verdensia Charles; Ms. Gweneth Hanley; Ms. Ionie Liburd Ms. Icilma Springer; Ms. Dorothy Warner	St. Kitts and Nevis
Dr. Cheryl Campbell; Ms. Marietta Cyril-Edward; Mrs. Veronica Simon	St. Lucia
Ms. Yvonne Gaines; Mr. Carlton Hall; Mrs. Sylvia Jack; Ms. Rhona Sardine	St. Vincent and the Grenadines

Dr. John Berry, Dr. Dean Berry, Mr. Terry McEachern and Professor. Hazel Simmons-McDonald were responsible for guiding the discussions and formulating the original framework. The actual planning and subsequent development process for the learning outcomes and Teachers’ Guide became the responsibility of Professor. Hazel Simmons-McDonald, Pro-Vice Chancellor and Principal of the Open Campus, at the University of the West Indies, Cave Hill, Barbados, to whom the OERU is very grateful.

Mrs. Lorna Callender, Head of OERU, has supported the project organizationally and morally; Mr. Johnson Cenac, ECERP Officer, and other members of the administrative and professional staff have made a significant contribution in various ways and at various times throughout the development of this work. Special thanks should go to Ms. Cleotha Randolph (**deceased**), Ms. Suzette Merrill, **Ms. Zena Hippolyte and Ms. Emma McFarlane**, Administrative Professionals, who have been responsible for preparation for the workshops and in refining some of the documents in relation to this initiative.

The OERU hopes that principals and teachers will continue to play their roles in making the outcomes come to life in classrooms throughout the OECS. The commitment and effort will surely contribute to the enhancement of knowledge, skills and the development of positive attitudes towards language in our children.

Henry Hinds
Head, OERU
October 2008

Learning outcomes for the Language Arts - Grades K - VI

Overview

Suggestions for overall goals of the Language Arts curriculum were generated and learner profiles were delineated at the OECS /OERU *Sub-regional Curriculum and Remediation Planning Workshop* which was held in Antigua from November 25 - 30, 1998. These suggestions were subsequently incorporated in the published report on the workshop, pages 43 - 44 and 47 - 49. The statements have been incorporated into the *Introduction* to the learning outcomes for English, the language that is used for academic or school purposes in the OECS. While a general comment has been made with respect to the need for “taking the native language of the learner into account,” the curriculum does not address the issue of language policy, as this is a determination to be made by individual states based on the particular sociolinguistic situations that exist within their boundaries. Nevertheless, the curriculum promotes an integrated approach in which students are exposed to a rich literature-based reading programme and which encourages them to express their responses to what they hear and read orally, in writing, drawing and other appropriate forms. Such an approach can be used in different contexts such as those listed below.

1. *Where the native language of the child differs from the language used for instruction and communication in the school* - the suggested activities and recommendations for approaches to be used by the teacher in the learning outcomes document and the *Teacher's Guide* will promote healthy attitudes towards language in general. Specifically, the recommendations for acceptance of the child's home language, for the ways in which a nurturing and non-threatening environment in which the child is motivated to use language in different contexts can be fostered, will be beneficial to the child. In addition to the guidelines for instruction in a monolingual English environment, the curriculum makes some suggestions for approaches that may be used with Creole-Influenced-Vernacular speakers so as to help them make the transition to school life and to become fully functioning bilingual and bi-literate students. Guidelines regarding the ways in which this might be achieved are presented in the *Teacher's Guide*, the manual that accompanies this document.
2. *Where a situation requires the implementation of second language / second dialect approaches* - the activities set out in the curriculum document can be appropriately tailored and used.
3. *Where individual states may opt for an educational language policy that includes the use of a Creole or Creole-Influenced-Vernacular (CIV) in some form* - the principles underlying the activities and tasks - applied within the context of the Creole / CIV instruction and English language as mother tongue instruction - can be articulated to create a rich and interesting language learning experience for the students. As noted earlier, the curriculum emphasises a rich literature based programme that will encourage learners to read, speak intelligently about what they read, and develop critical thinking skills.

The curriculum includes all the learning outcomes that were generated by individual states for each level as well as additional outcomes, teaching activities and suggested strategies that were omitted in original submissions. One of the agreed-upon tasks was the inclusion of suggestions for learner activities and for teaching all the domains in each grade level. However, these were constructed for the relevant grades in cases where they were omitted from the original documents.

The document contains the following sections:

- an introduction which outlines (a) the general aims of the curriculum (b) profiles of a competent language learner and effective teacher of language arts (c) characteristics of the learning environment for the language arts and (d) goals of the curriculum
- content standards and attainment targets for the language arts for the relevant grade
- general instructional guides for the relevant grade
- the learning outcomes for each of the relevant domains (listening/speaking, reading, writing, the conventions of oral and written language: grammar, spelling and mechanics) for each grade level. The outcomes are set out in schematic form for each grade level, with the *general Domains and strands* set out in the leftmost column; the specific learning outcomes which reflect the *knowledge, skills and attitudes* students are expected to develop in the second column; a sample of suggested activities for students in the third column and some suggested resources in the fourth and last column
- general suggestions for orienting CIV speakers to school life and to help them function in the classroom as well as guidelines for an approach to facilitate these learners are presented in the *Teacher's Guide*, the companion manual to this document
- general guidelines for evaluation and assessment are presented at the end of sections for each grade level.
- a comprehensive chart of standards and attainment targets for each domain for all grades is presented for ease of reference in the *Teacher's Guide*
- a glossary of terms used in each document is included as an attachment to each and a full glossary of all the terms used in the learning outcomes as well as in the *Teacher's Guide* is included as an appendix to the Guide.

The *Teacher's Guide* includes general instructional guidelines for each grade, notes on concepts introduced in the curriculum, explanations and additional suggestions for teaching activities and strategies as well as a list of resource texts for teachers and a list of selected literature titles for children. The content standards are comparable with those accepted for English language instruction internationally and achievement of the attainment targets and standards at the specific grades will allow for transferability to parallel grades across the Caribbean region and

internationally¹. The learning outcomes document is colour-coded according to grade for ease of reference. The Guide is intended as a resource for teachers as they prepare to implement the learning outcomes.

Hazel Simmons-McDonald
Professor of Applied Linguistics
Consultant
October 2008

¹ The following documents were referred to for comparability purposes in determining regional and international standards for the respective grades. (1) First Steps *Overview of Reading Developmental Continuum; Overview of Writing Developmental Continuum; Overview of Spelling Developmental Continuum*. Phases. The Education Department of Western Australia, 1994. (2) The *CARICOM Harmonised Outcomes for East Caribbean States*, prepared by Dennis Craig. CARICOM Secretariat, 1999. (3) Reading / Language Arts Framework for California Schools. Sacramento: California Department of Education, 1999. The St. Lucia CAMDU Curriculum for Primary Grades. Curriculum and Materials Development Department, Ministry of Education, St. Lucia, 1998. The National Literacy Strategy: Curriculum and Standards. Department for Education and Skills, United Kingdom: DFES Publications.

Introduction

The language arts curriculum is predicated on the assumption that teachers will implement a balanced and integrated programme. It is a learner-centred curriculum in which the suggested teaching activities are designed for full active learner participation, discovery, problem solving and the fostering of ownership of the concepts to be learned. In a learner-centred classroom students work on a variety of tasks and projects; they work on their own, in small and whole class groups and they interact with the teacher and other students to consolidate and extend learning and to achieve ownership of concepts. The teacher facilitates learning and the total development of learners through preparation of appropriate tasks and activities, by helping students to learn how to learn, by helping them to use appropriate strategies for achieving mastery in the domains and, more important, by helping students to experience the holistic nature of learning through appropriate cross-curricular content links and by showing the relationship of what is learned in school to everyday life experiences.

Hansen (1987)² suggested five principles for the integration of the domains of the language arts, namely, (i) time, (ii) choice, (iii) response, (iv) structure and (v) community. These principles are promoted and actively fostered in a programme designed to empower the learner to become strategic readers, effective and creative writers, good language users, independent thinkers and problem solvers. The central principles in Hansen's model can be summarised as follows:

1. Time:

- *“all learners need time to think”, to read, write, talk about and share their thoughts about the concepts to which they are introduced*
- *learners need to practise the strategies and skills they have learned and they extend their abilities in the language arts by taking risks with learning*
- *timetables which make available large blocks of time for students to read, write, and talk about their work and ideas with their teachers and classmates better facilitate the engagement of students in their tasks and the thoroughness with which they complete them.*

2. Choice:

- *learners take more interest in their work when they have an opportunity to make some input into what they are required to do and learn; for example, allowing them to select some of the story books for in-class reading is a simple way in which they can exercise some choice*
- *with the guidance of the teacher, learners make good choices for reading and they also select good topics for writing*
- *allowing an element of choice can motivate learners to become involved in their learning and to make a good effort to learn.*

²

Hansen, J. (1987) When Writers Read. Portsmouth, N.H.: Heinemann. Also reproduced in Making Meaning, a workshop series by the Association for Supervision and Curriculum Development in association with the International Reading Association (1992).

1. Response:

- *when learners are given regular feedback on their work they are likely to make better progress*
- *feedback from the teacher and also their classmates helps learners to reflect on what they have done and to think through problems*
- *students own oral and written responses to the feedback that they receive help them to think critically about what they have done and to reformulate their ideas;*
- *when learners are given opportunities to respond / comment on the work of their classmates and their own work in pairs, small groups and whole class sessions, they learn how to exchange ideas and give constructive feedback; such sessions can also help the teacher to identify learning problems and to introduce strategies that can help students become independent learners.*

2. Structure:

- *a classroom that is ordered and structured and in which the goals of instruction are made clear to students can provide the nurturing environment in which the students can develop their abilities as proficient readers and writers*
- *an environment in which staff collaborate with and support each other and where good interaction exists among staff and students makes it possible for teachers to discover the routines that are suitable and that work best in their classrooms and in the school*
- *classrooms that are well ordered and structured provide opportunities on a daily basis for discussion, reading aloud and silently, writing in the language arts and the other content areas*
- ***since language is the tool through which we learn new content, the other content areas (subjects) can be accessed as sources for materials which form the basis for instructional activities, thus allowing learners to benefit from a holistic approach and to see the relationships between different subjects*** (our addition and emphasis).

3. Community:

- *both the classroom and the school make up the community in which students find support for their learning*
- *a supportive learning community develops when there is mutual trust between teachers and students*
- *in such a community, learners are willing to learn new strategies, experiment with new approaches to problem solving ,to take risks in order to enhance their learning and be further motivated by “their learning successes”*
- *in such a community teachers and students see themselves as jointly engaging in learning and teachers view themselves as facilitators of learning.*

(Based on Making Meaning, Workshop 1A. Association for Supervision and Curriculum Development. pp.31-32)

Profile of a competent and proficient language learner

A competent and proficient learner is one who, at the end of primary schooling

- < feels confident in using Standard English and the other language varieties in his / her repertoire for a variety of purposes and in appropriate situations and contexts
- < can listen with understanding and can communicate effectively both orally and in writing, can read independently, critically, and with enthusiasm
- < can select and use the language code and register appropriate for a given situation
- < can express himself / herself in speech and in writing in a clear, logical and precise manner
- < can use language to think critically and to solve problems within the language arts and other content areas
- < can use language creatively
- < is fully prepared to meet the challenges of language learning at the next stage of schooling.

Profile of an effective teacher of language arts

An effective teacher of the language arts is

- resourceful
- innovative
- supportive of students
- nurturing
- empathic
- creative
- personable and approachable
- one who has a love of language, is enthusiastic about teaching it and can engender healthy attitudes towards language and a love for language learning in all students
- one who has a good command of the language of instruction (standard English) and can provide good models of it in the classroom
- aware of the demands of the language arts curriculum and the curricula of other content areas and is innovative in using varied content and approaches to promote the goals of learning
- flexible and willing to allow learners to make choices for reading and writing and who will also guide learners to make good choices
- one who uses a variety of strategies and tailors teaching to meet the needs of learners
- one who can teach learners to use a variety of strategies (meta-cognitive and other) to solve problems they encounter in their learning
- one who uses a holistic approach to teaching

- one who encourages active participation among learners in the classroom and uses different interaction patterns to promote participation among learners and to maximize opportunities for learners to practise the skills they have learned
- one who uses varying and appropriate forms of assessment to evaluate students' learning and who uses information gained from evaluation and assessment to guide further instruction
- one who knows how to use the language of learners as a launching pad for further learning
- authoritative, that is, one who is willing to negotiate with learners, involve them in decision making, one who engages in joint consultation in setting instructional goals to promote learning and behavioural goals for maintaining good discipline in class
- one who sees himself / herself as a facilitator of learning and as a participant in the learning process
- one who is willing to see parents and members of the community as partners in promoting students' learning and who can engage in discussion with these partners for the good of learners
- a good manager who uses effective procedures and adjusts classroom arrangements to accommodate the learning activities in which students become engaged
- a good listener, who is open to new ideas and who tries new approaches where these are known to be interesting, effective and appropriate
- able to take into consideration individual differences that exist among learners and can construct tasks that are appropriate to the needs of individuals
- one who networks with colleagues and the wider teaching community for support, guidance and the sharing of ideas
- one who keeps abreast of recent trends in language teaching
- one who models the behaviours that he / she advocates.

Characteristics of the learning environment for the language arts

The learning environment should be a non-threatening one in which the learner feels safe, confident and free to participate fully and without inhibition in the learning process. It should reflect the teaching of language as an active process and should make available a variety of materials and resources for the learners. The learning environment engenders trust and respect among students as readers, writers, listeners and speakers and it promotes tolerance for individual differences. It should be an environment in which children are fully supported in their learning and are encouraged to be creative and innovative.

Goals of the curriculum

The language arts curriculum will

1. provide a balanced programme in which adequate attention is paid to all the domains of the language arts
2. promote language as a tool for critical thinking and teach students how to
 - i. access and process information and
 - ii. communicate ideas effectively
3. develop proficiency in Standard English while embracing / accepting and taking into account the child's first / home language and its usefulness in helping the child to learn
4. cater to the needs and interests of individual learners
5. foster in the learner a positive attitude towards language in general and language learning in particular
6. help learners to become literate in the languages available to them
7. help the learner to become confident in the use of English, the primary language of instruction
8. enhance the learner's confidence, sense of identity and self-esteem through the use of language
9. promote the use of technological aids where these are available (and appropriate) for purposes of enhancing learning.

In order to cater to the needs of children who may be at risk, the curriculum will also:

10. develop and provide guidance for the implementation of a variety of strategies which will respond and lend support to the individual needs of learners
11. promote the creation of a learning environment that encourages learners to participate fully, thereby enabling the development of their abilities through meaningful practice

12. allow for the use of varied forms of continuous evaluation and assessment so as to enable teachers to identify learning difficulties, evaluate progress and guide further instruction
13. provide for early diagnosis of reading difficulties, in particular, and guidance for the development and implementation of appropriate intervention strategies that will address learning difficulties as soon as they have been diagnosed.

The type of curricula that are best suited to the development of proficiency and to the realization of the goals stated in this document are those that integrate the four domains of the language arts, namely, listening, speaking, reading and writing. Such curricula provide opportunities for:

- i. using learner centred approaches
- ii. responding to individual learner needs
- iii. catering to varying learning styles
- iv. implementing varied forms of evaluation and assessment
- v. exposing students to such technological aids and advances that utilize learner-aided approaches to learning (particularly with reading and writing)
- vi. incorporating a wide range of materials and providing the appropriate scaffolding that will promote independent learning
- vii. integrating across the curriculum.

This curriculum also recognises the importance of viewing and representing in learning in the language arts and other content areas and, where relevant, includes particular standards for these domains, with cross references to show relationships across content areas in the curriculum.

Building blocks for learning in Kindergarten through Grade II

The first three years of schooling are crucial for the building of the foundation skills in the language arts. Success in academic work in the higher grades depends on the acquisition of these skills in the early grades. Children need to acquire certain skills by the end of Grade II if they are going to be successful in the higher grades. These are the ability to:

1. decode multi-syllable words, use their knowledge of the rules of basic syllabication when they read and understand the basic patterns of reading
2. read fluently and understand texts appropriate to the grade level, retell a story, recall the sequence of events in expository and narrative materials and respond to a wide range of children's literature
3. write clear and well-formed sentences and write paragraphs in which they develop a central idea.

Students begin to develop proficiency in Kindergarten and this is extended as they master the requisite skills in each successive grade. What they learn in Grades K through II therefore form the building blocks upon which their future learning is predicated. If the children do not acquire the foundation skills, they are likely to experience difficulties throughout their school lives and learning becomes a struggle. The important building blocks in the language arts that they need to acquire in the first three grades are phonemic and phonological awareness, the ability to decode, understanding concepts about print, building vocabulary and developing fluency in reading. Some of these skills such as phonemic and phonological awareness are focused on in Kindergarten but they continue to be developed in Grades 1 and 2 as well. The introductory section to the curriculum for each grade presents a more comprehensive overview for the grade.

Extending abilities in Grades III and IV

It is expected that students entering Grade III will have acquired the building blocks for literacy. Consequently, specific activities to develop phonemic and phonological awareness are not emphasised in either Grade III and IV, but it may be necessary for the teacher to do some supplementary work in flexible groups with students who may have gaps in their knowledge of the alphabetic code. Instruction in Grades III and IV focuses on extending the abilities of students in all the domains of language arts, in teaching and helping them to master strategies for reading and writing, and enabling them to apply the strategies they have learned in other content areas of the curriculum. In particular, instruction in these grades is designed to help students to develop their critical thinking skills and to use language and the strategies for reading and writing as tools for learning and problem solving.

Instructional guides

As teachers we need to help children to acquire the foundation skills that they need for reading. Several studies have pointed to the importance of developing these skills in the early grades. The following are just a few examples of the findings of studies.

- Stanovich (1986)³ indicated that children who get off to a slow start hardly ever become strong readers.
- Lesgold and Resnick (1982)⁴ reported that a child's speed of recognition in the first grade predicted his/her reading comprehension in the second grade.
- Juel, Griffith and Gough (1985)⁵ found that children who entered the first grade with little phonemic awareness had difficulty learning letter-sound relationships.

³ Stanovich, K.E. (1986) Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. Reading Research Quarterly, 21 – 360-406.

⁴ Lesgold, a.M., & Resnick, L.B. (1982). How reading disabilities develop: Perspectives from a longitudinal study. In J.P. Das, R. Mulcahy, & A.E. Wall (Eds.), Theory and Research in Learning Disability. New York: Plenum.

⁵ Juel, C., Griffith, P. & Gough, P.B. (1985). Reading and spelling strategies of first grade children. In J.A. Niles & R. Lalik (eds.), Issues in literacy: A research perspective (pp.306-309). Rochester, N.Y: National Reading Conference

From early, children must have an understanding that print carries a message, that letters in the printed word correspond to specific sounds that one hears in speech, that there is also a relationship between printed symbols and spoken messages. One of our very important tasks as teachers is to help children develop phonemic and phonological awareness. This is the ability to (i) hear the sounds of a language and manipulate them and (ii) relate the sounds to the appropriate letter symbols. Children who have been found to read early also have found to have this awareness in comparison to those who do not and who struggle in the attempts to read in higher grades. Instructional activities for developing phonemic awareness begin in Kindergarten and continue through Grade II. In these grades children must be taught the various skills, ranging from letter-sound correspondences, blending individual sounds into words, to more complex skills of decoding that will enable them to develop automaticity in decoding, that is, to have the ability to recognise and read a series of words without effort, quickly and fluently. Automatic decoding does not happen by chance. It is built on the knowledge of the sounds that are associated with the various letters and letter combinations.

Acquisition of the foundation skills in the early grades also fosters the development of fluency or a child's ability to read at a good rate with understanding. All the skills mentioned in the foregoing paragraph are important for the development of fluency and literacy. If a reader struggles with decoding, understanding the text is also going to be a struggle. As we all know, reading is perhaps the most important building block for success not only in the language arts but also in all subjects. Reading a wide useful and varied selection of materials develops a wide and varied vocabulary that becomes useful to the learner in speaking and writing. Wide reading must also be an important and integral part of instruction in all grades at primary level.

As teachers we need to foster good reading habits, teach the strategies that help students understand what they read and help them to appreciate good literature. The strategies are indicated in the learning outcomes document as well as the *Teachers' Guide*. The standards and attainment targets for each grade are set out in a chart immediately before the listing of general and specific learning outcomes. The domains for the language arts are indicated under receptive and productive competence, as appropriate, across the top of the page. The various strands in the language arts in which the students need to acquire proficiency are listed in the first column on the page, and the standards and attainment targets are presented under the relevant domain within the chart; viewing and representing are included as additional domains across the top of the page. Teachers should become familiar with this chart because it summarises the important skills that the children need to acquire in the different strands in the relevant domains. The chart provides a general overview of the range and scope of skill areas that need to be emphasised at each grade level. Instructional standards are presented in a chart immediately after the standards and attainment targets. These standards indicate the general instructional goals for each strand. The specific learning outcomes chart, which is placed after the instructional standards chart, sets out topics within the domains and strands. Specific learning outcomes are listed for each topic and some suggestions for learning activities are also presented. The *Teachers' Guide* provides additional sample activities and resources.

Curriculum for Grade V

(Age 10 - 11)

To the teacher of Grade V

In Grade V students will be building upon the skills that they learned in the earlier grades. In particular, they will continue to develop as readers and to use reading as a tool for learning. It is therefore important that students in Grade V have the ability to read with fluency and accuracy. These skills are essential for comprehension development of the materials that students will be exposed to across the curriculum. The materials in the content areas across the curriculum at Grade V are more complex conceptually and structurally. The different text types that students are required to read in the various subjects offered at this grade will have more complex sentence structures, grammatical units and new, unfamiliar words and concepts. Students will learn new strategies and skills to help them understand what they read and they will further develop those skills that were the focus of instruction in Grade IV. Students will be expected to read a wider range of materials and to discuss and write about what they have read in a coherent and sensible way. The reading selections in the language arts should sample different types of literature, classical and popular narratives, poetry, autobiographies and biographies, expository material, including reports and technical passages as well as appropriate informational texts that are posted on the Internet.

Normally, by the time they get to Grade V, students should have developed proficiency as accurate and fluent readers. Unfortunately, some may have been automatically promoted to this grade without having acquired an acceptable level of reading proficiency to enable them to cope with the increased complexity of the work at Grade V. This means that they will need to be given special attention through a well-planned programme to help them to catch up and enable them to do the work at Grade V with some degree of confidence.

Children who are in Grade V should have full mastery of the alphabetic code. Those who may have had difficulty with decoding in Grade IV should receive appropriate remedial instruction at the start of the school year to help them master the code and develop word recognition skills to enable them to pursue work at grade level. The ability to read and to understand what they read are skills that are essential to their learning in Grade V, and teacher should do an entry level assessment to ensure that all students have the foundation skills that are necessary for the further development of reading at grade level.

In Grade V more complex reading skills will be introduced and the students will be helped to understand meaning at a deeper level. Use of reading materials of different genres, in particular, narrative, expository and descriptive, and discussion of these materials will increase students' familiarity with the characteristics of these types. Students can then be encouraged to apply the strategies for generating these text types in the writing tasks that they are given. The Grade V curriculum will also expose students to subject matter from across the curriculum, so that their understanding of texts in the different subject areas will be enhanced and they will develop

the skills that they need to learn across the curriculum. In addition, exposure to and discussion of a wide variety of literature will also enable students to develop the literary skills that will prepare them for life and will facilitate their independent learning in the future.

In Grade V, teachers help students to build upon the standards attained in Grade IV. Teachers must therefore ensure that the students can read fluently and accurately so that they can understand the more complex reading materials that are introduced in this grade. As noted earlier, the ability to understand expository text should continue to be a focus of instruction in this grade. During instruction, teachers use strategies like queries and demonstrate thinking aloud to help the students read at a deeper level to evaluate the material that they read. This is relevant for all the texts that are introduced across the subject areas, as reading is fundamental to an understanding of content across the curriculum. Helping students develop expertise as readers is to provide them with the basic tools that they need for lifelong learning.

There are important skills that the student in Grade V must develop and the teacher should determine whether the students are acquiring these skills during their year in this grade. An entry-level assessment will enable the teacher to determine the students' level of proficiency in the areas of focus for the grade and to tailor instruction for those who do not have the entry level skills to receive systematic instruction in the required areas to build on those skills. In addition, periodic assessment will allow the teacher to tailor instruction to help students develop proficiency in the areas of focus at Grade V. The Grade V student will be expected to build on the capabilities developed in Grade IV and demonstrate the ability to

- read expository materials with fluency and accuracy
- show understanding of expository and other materials that are read
- respond to literature and analyse the literary materials that are appropriate to grade level
- understand word meanings and use a wider vocabulary meaningfully in their speech and writing
- apply the writing strategies that are appropriate to the genres, particularly narrative and expository
- speak clearly and make oral presentations that are clear, well developed and interesting
- listen to and show understanding of orally presented information
- write multi-paragraph compositions in expository, narrative and descriptive genres
- use standard English structures in oral and written presentations.

The standards listed for the strands in the language arts in the curriculum will require students to demonstrate these abilities and extend their capabilities to read more complex and demanding materials and write at greater length, using sentences that are clear, coherent and grammatical, as well as a more varied vocabulary. In addition to demonstrating the ability to decode fluently and correctly, students will need to show in reading aloud, the proper intonation, expression and pacing that indicate their understanding of the meaningful grouping of phrases and clauses. The focus on vocabulary building in Grade IV should be further developed in Grade V so that students continue to

acquire new words – approximately three thousand new words during the course of the year. In order to develop a rich vocabulary, the students will need to read during the day at school and they should also be encouraged to read widely out of school. There are now various resources for reading, including information and educational materials found on the Internet that are of interest to students of different ages. Reading is a fundamental skill and personal resource which students need to understand and make good use of the available communications technology for their own growth and development.

The recommendations for establishing home school programmes that were recommended for Grade IV should also be continued in Grade V to involve parents in students' learning and encourage them to support their children's attempts to read at home and do homework. As noted in the introduction to Grade IV, programmes such as this will be most beneficial to students who do not have resources in the form of books or other electronic resources at home. Making access to the school and public library and the resources these offer available to students who need them will make possible their learning after school hours.

As teachers of Grade V, we must ensure that our students have the opportunities to develop as readers, and to use their ability to read to further their learning. In order to make this happen we must take the following actions.

- Do an entry-level assessment of students when they first enter Grade V to determine their abilities as readers and their capabilities in the other strands. Refer to the section on assessment at the end of the Grade V learning outcomes where some guidance is given.
- Continue to focus on building fluency and accuracy in decoding and word recognition with regard to the more complex texts that are appropriate to this grade level. Provide systematic instruction for those students who are found not to have the requisite skills after an entry-level assessment is done. The objective is to help them to build these skills through systematic application so that they can participate in mainstream activities of the class.
- Help students to build on their vocabulary and concept development. Provide activities that help them to understand the structure of words, to understand synonyms and antonyms that occur frequently in the materials that they read at grade level.
- Provide opportunities for students to do independent reading every day and to share what they have read in small groups, with the whole class and occasionally in individual sessions with you, teacher. Encourage them to express their responses to the literature that they read.
- Use pre-reading activities to prepare students for their reading and to encourage them to use their prior knowledge in approaching a text.

- Focus reading instruction on helping students identify the main ideas presented, and to find the information that the author presents to support these main ideas.
- Choose texts carefully to ensure that they are comprehensible to the students and appropriate to the grade level. If there are some students who are slower readers, we should provide systematic instruction to help them along and encourage the use of strategies to help them understand what they read. For example, use queries during reading to help their understanding and to enable them to make appropriate inferences and deductions.
- Provide opportunities for students to write, to use the genres that are the focus of instruction, particularly expository and narrative, and also encourage them to write their responses to the literature that they read. Show them how to apply process strategies to their writing so that they can formulate their ideas in prewriting activities, generate rough drafts of their compositions, revise and edit them, share what they have written and respond (orally and in writing) to comments and feedback made about their writing.
- Provide instructional activities that will help students understand and use academic language proficiently to accomplish school tasks.
- Be familiar with the Grade V curriculum and standards, and carefully plan instruction and assessment for the benefit of students.

Standards and attainment targets – Grade V

Domains → Strands ↓	Receptive Competence			Productive Competence		
	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
1. Word recognition		i. Read expository and narrative texts aloud with appropriate pacing, intonation and expression. ii. Use context clues to determine the meaning of words in grade appropriate texts. iii. Use appropriate strategies learned in Grade IV, such as syllabication, phonics and use of word parts to recognise and read unfamiliar words.				
2. Vocabulary, concept development and word study / analysis	i. Identify new words presented in an oral communication or listening text and determine the meaning(s), using contextual clues.	i. Use the dictionary to find out the origin and derivation of new / unfamiliar words encountered in reading. ii. Use knowledge of the origin and derivation of a word to determine its meaning in a particular context		i. Make oral presentations that are clear, well developed and interesting to the listeners / audience. ii. Choose words carefully to give a clear, accurate and well planned oral presentation.	i. Use new words learned to convey the intended meaning in writing. ii. Use a thesaurus to determine words with related or opposite meanings (e.g. synonyms and antonyms) and make appropriate	i. Use appropriate words, other verbal cues, facial expressions and gestures in making a presentation.

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		<p>and also to determine the meaning of unknown words.</p> <p>iii. Explain the use of metaphors and other figurative words in texts appropriate to grade level.</p> <p>iv. Practice using the origin of a word to determine the meaning of new words.</p> <p>v. (Use a dictionary to) practice identifying derived roots and affixes (e.g. from Latin) to analyse new and complex words encountered in grade appropriate reading material.</p>		<p>iii. Choose a topic and make a presentation that focuses on that topic.</p> <p>iv. Use supporting information, examples and evidence to support the chosen topic and to make the presentation clear to the listeners / audience.</p>	<p>selections for use in writing.</p> <p>iii. Use a thesaurus to distinguish between words with similar and different meanings, and to choose a word for its appropriateness and exactness when needed.</p> <p>iv. Vary use of words in expository and narrative writing to make the writing clear, exact and interesting.</p>	
3. Comprehension	<p>i. Follow the chronology of events in an oral report.</p> <p>ii. Itemise in simple points the information presented in an</p>	<p>i. Assess the use of graphic information in a text (e.g. diagrams, charts).</p> <p>ii. Read and understand material appropriate to grade level.</p>	<p>i. Interpret the facial expressions, and gestures of a speaker to make inferences about the point of view of the speaker.</p> <p>ii. Draw conclusions</p>	<p>i. Present a report on a narrative, taking care to discuss how the writer establishes the setting and how the descriptive words and phrases contribute to make</p>	<p>i. Write in different genres, particularly expository and narrative to show understanding of their characteristics.</p> <p>ii. Write a report of a</p>	<p>i. Interpret documents and other materials presented via the Internet and the electronic media.</p> <p>ii. Re- present accurately information from</p>

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	oral communication.	iii. Use the evidence presented in a text to either confirm or disconfirm predictions made about the text. iv. Read to determine the main ideas in a text. v. Find information used in a text to support and clarify the main ideas presented. vi. Use various comprehension strategies to understand what is read.	about a speaker's attitude based on the expressions, and gestures used in a presentation. iii. View selected media presentations appropriate to grade level (e.g. ads, speeches, news items) to assess their content.	the writing interesting. ii. Use appropriate information and details to support the points made in an oral presentation. iii. Prepare an oral presentation and deliver it.	simple experiment to show understanding of the process used and the results presented.	an appropriate written paragraph in the form of a Chart or a Table or a Diagram.
4. Features and analysis of expository / informational materials	i. Listen to an expository selection to determine the main idea. ii. Listen to an expository selection to follow the chronology of the events presented.	i. Read a text to make inferences and generalisations based on the information presented. ii. Identify and distinguish between facts and opinions in a given text. iii. Assess the use of graphics (diagrams,	i. View a documentary and write a short summary of it. ii. Evaluate advertisements viewed and speeches viewed/listened to.	i. Select and prepare a topic for oral presentation and maintain a central focus. ii. Give an oral, factual account of an incident, presenting information in sequential order.	i. Write compositions with several paragraphs, setting out an introduction, providing supporting information to the main topic / ideas and presenting a conclusion.	i. Present information presented in a Chart or diagram in one or two paragraphs. information presented in a paragraph graphically – in the form of a diagram or

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	iii. Listen to distinguish between the facts and opinions presented in an oral account. iv. Listen to determine the information that is presented to support the main idea in an oral account. v. Make inferences and draw conclusions based on an oral report / presentation. vi. Present a summary of an oral report or a speech listened to.	pictures and charts) in a text and whether they help to make the text understandable. iv. Identify the topic sentence in an expository paragraph. v. Identify the main ideas in an expository selection. vi. Identify the information presented to support the main ideas in an expository selection. vii. Make inferences and draw conclusions based on the text read.		iii. Make planned presentations using different strategies to develop, e.g. framing from a set of questions; using comparison and contrast. iv. Select a topic and make a presentation on it, using a few questions as a guide to organise the information in the presentation. v. Present an oral summary of report or a speech listened to.	ii. Write reports on events, providing supporting details and setting out the information in a logical order. iii. Write directions. iv. Write down messages (telephone etc. to convey the meaning of the message accurately) v. Write simple announcements and notices. vi. Use transitions between paragraphs to link the ideas expressed in them appropriately.	chart. ii. Represent directions given in a paragraph in the form of a simple map.
5. Features of narrative text and other types of literature and responding to literature	i. Listen to distinguish between features of genres – prose and poetry ii. identify language	i. Read a wide and varied range of literature appropriate to grade level. ii. Identify the main events in a plot.	i. View the video version of a familiar story and explain the similarities and differences to the written version.	i. Present an oral report of a story read or seen in a movie. ii. Present responses to literature read	i. Use appropriate literary terms to refer to elements of narratives in writing about them (e.g. plot, character, setting,	i. Represent a scene from a story or a character in art form. ii. Prepare an illustration for a

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	with sensory appeal in a literary selection (e.g. onomatopoeia, and alliteration).	iii. Identify the main conflict in a plot. iv. Determine the motives of characters in a story. v. Read different types of literature, narratives, poetry, drama, fiction and non-fiction and distinguish between the features of the different types. vi. Discuss the motives of characters and the traits of individual characters. vii. Compare and contrast characters.		orally and answer questions about point of view presented. iii. Make a presentation to show understanding of (a) the motives of characters; (b) the moral of a story; / (c) the theme of a story or poem (d) the plot of a story.	motive). ii. Write a story based on an imagined or real experience. iii. Write a story with multiple paragraphs. iv. Develop a clear plot line and an appropriate ending to the story. v. Write a report of a story to show understanding of it.	book cover for a familiar / favourite story.
6. Writing	i. Listen to literature in different genres, including songs and poetry.	i. Read literature written in different genres (e.g. expository, narrative and descriptive).	i. Continue to respond to stories viewed by writing, e.g. (a) summaries of the story, (b) character the plot and how it was resolved. ii. Use library	i. Present compositions and respond to questions classmates ask about them. ii. Present feedback on the compositions presented by classmates.	i. Write expository and narrative compositions of several paragraphs. ii. Write book reports and reports about events that occur. iii. Write friendly	

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
			resources and the electronic media to find information for reports.		letters. iv. Write persuasive letters. v. Write letters of invitation. vi. Write responses to literature. vii. Write simple notices, announcements and thank you notes. viii. Develop a composition from a given topic ix. Continue to use process strategies to develop and revise writing.. x. Write book reports and reports of events that occur. xi. Use questions to frame a short research report on a topical issue.	
7. Research		i. Access information			i. Write notes	i. Use the computer

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		<p>from different sources, e.g., print and electronic media, in class, school, and public libraries, the Internet.</p> <p>ii. Use a dictionary, thesaurus as an aid in writing.</p> <p>iii. Use an encyclopaedia and other reference texts to find information.</p> <p>iv. Continue to develop understanding of basic computer concepts.</p> <p>v. Use the computer to conduct searches for information on selected topics.</p>			<p>based on information read.</p> <p>ii. Use the thesaurus to find appropriate alternative words for use in writing and oral presentations.</p> <p>iii. Cite sources of information appropriately.</p>	<p>to type a short composition.</p> <p>ii. Use technological support to enhance simple documents.</p>
8. Conventions of oral and written language	i. Distinguish between sentences that are spoken in Standard English, Creole and other Creole-influenced vernaculars (CIV).	i. Distinguish between Standard English and the use of Creole or Creole-Influenced-Vernaculars (CIV) in (the dialogues of) narratives and		<p>i. Use Standard English in oral presentations.</p> <p>ii. Observe the conventions for oral English in</p>	<p>i. Write English sentences that are well formed.</p> <p>ii. Use the conventions of Standard English</p>	<p>i. Use language varieties (Standard English, Creole, CIV) <i>appropriately – to represent</i></p>

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		explain whether they are useful in presenting characters in the stories.		making a planned oral presentation.	in writing. iii. Distinguish between common errors and use the correct forms of pronouns (e.g. <i>they / their</i>)	<i>authentic character, situation and context - in role-plays based on selections read.</i>
A. Grammar		<p>i. Read over writing to correct errors of subject-verb agreement as well as errors with verbs and pronouns that are misused.</p> <p>ii. Read over writing to check for correctness of usage of: verbs, pronouns and coordinating conjunctions.</p>		<p>i. Use subject and verb agreement, regular and irregular verbs, correct pronouns and coordinating conjunctions in spoken messages / planned oral presentations.</p>	<p>i. Write sentences in which the parts of speech are used correctly.</p> <p>ii. Use verbs, pronouns and coordinating conjunctions correctly in writing.</p> <p>iii. Identify verbs that are misused and use correct form e.g. lay/laid; lead – led (past);</p>	
B. Sentence structure		<p>i. Read over writing to check for completeness and clarity of sentences.</p> <p>ii. Read over writing to check for sustained use of English.</p>		<p>i. Use complete, clear and well-formed utterances (spoken sentences) in speaking.</p>	<p>i. Write complete, coherent and well-formed sentences.</p> <p>ii. Use regular and irregular verbs correctly in sentences.</p>	

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		iii. Distinguish between Standard English, sentences and Creole structures. iv. Use Standard English for writing regular assignments. v. Identify verbs that are misused (led / lead; lay/laid)			iii. Use coordinating conjunctions correctly in writing. iv. Revise writing to correct mistakes in word order and sentence formation.	
C. Punctuation					i. Use quotation marks to indicate words actually spoken by characters or for direct quotations. ii. Use inverted commas to indicate the titles of articles, poems, stories. iii. Use capital letters correctly.	

Instructional Standards – Grade V

Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
1. Decoding and word recognition	<p>As in Grade IV, the instructional standards continue to focus on enabling students to decode and recognise words with fluency and accuracy. This is an important building block for their learning and emphasis must be placed on ensuring that all students in this grade develop the fluency and accuracy that are necessary for them to read effortlessly and to understand content across the curriculum. Instruction should focus on providing opportunities for students to read aloud and to discuss in groups and as part of the full class what they have understood from the reading. Discussions in small groups or among students in the larger class group will enable learners to develop their oral skills and to present their ideas clearly as well. In addition, we must also provide opportunities for students to read silently and independently and to respond to the reading in various appropriate ways that will help them to think critically about what they have read. Most of the students in Grade V should have already acquired decoding and word recognition skills to permit them to read the materials that are included for study in the subjects across the curriculum in this grade. However, because several children will have acquired a Creole or a Creole Influenced Vernacular (CIV) as their home language, developing literacy in Standard English will pose some challenges for them. In such cases, instruction has to be carefully tailored to provide students with systematic practice and guidance in mastering the alphabetic code and with strategies for decoding and word recognition. Careful grouping at selected times with other students who are better readers for discussion and sharing will also provide a special opportunity for slow readers to interact with their classmates and to discuss the material. More importantly, individual sessions with the teacher on a weekly basis will help slow readers to build confidence and to overcome hurdles in a supportive learning environment.</p> <p>In order to help all students attain the standards at Grade V, it is important to determine their abilities as they enter Grade V at the start of the year. To this end, the teacher should give an entry-level assessment to determine the students’ capabilities. Instruction can then be tailored to meet the needs of students and teachers can organise groups for activities to maximise the opportunities that students have for engagement with their classmates (and teacher) to develop their abilities as readers. In the planned group activities and individual consultations with students, the teacher should select tasks that students can work on and achieve some success; this will motivate them to read more. The better readers also need to be encouraged to strengthen their fluency and understanding of what they read. They should also be encouraged to read independently and to use their reading abilities to extend their learning. The suggestions made in the corresponding section in the Grade IV curriculum are also relevant here and most of them are reiterated for ease of reference. Some additional suggestions that are appropriate to Grade V are also included.</p> <ul style="list-style-type: none"> • Set aside time every day to work with slow readers in small groups comprising students of roughly the same ability and focus on helping them to use strategies to decode and to recognise new words. • Select materials that they will be able to master and which will promote ease and fluency in reading. Introduce more challenging texts gradually as students gain mastery over concepts that may have posed difficulty for them initially. • Focus on the fundamental skills to provide scaffolding for the students so that they can cope with the work at grade level and develop the skills that will enable them to achieve ownership of concepts and help them to read to learn. 					

Domains 	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands 						
	<ul style="list-style-type: none"> • If some students have not attained the required standards at entry into Grade V, provide additional time for them to focus on the areas of weakness and to practice reading so that they can develop fluency and build confidence as readers. • Monitor the reading of all the students and provide opportunities for struggling readers to read and practice their reading every day. • Select materials that are appropriate to grade level and that are interesting to boys and girls of the age group. Organise small groups of readers so that students can speak to their classmates about what they read and have opportunities to answer questions about the texts they have read. Provide opportunities also for students to respond to the materials they have read in writing and other creative ways. • Organise flexible groups of mixed ability for selected activities such as collaborative group work so that all students will benefit from peer interaction in small groups. • Organise challenging and interesting activities for good and advanced readers also. Allow them to read the more challenging texts if they are able to do so and set activities to elicit their responses to what they have read, to discuss the materials with you and their classmates and to record their responses in writing also. 					
2. Vocabulary and concept development	<p>In Grade IV, we focused instruction on helping students to extend their knowledge of vocabulary by continuing to engage them in useful activities that we introduced in earlier grades. We helped them to use context to determine the meanings of new words and we taught them how to use other strategies to discover word meanings and to achieve ownership of the new words they encountered in their independent reading. We also introduced <i>Word Banks</i> as a resource for students to record the new words they encountered in their reading across subjects and to use sample sentences to illustrate the meanings of the new words. We also encouraged them to refer to the Word Banks to find varied vocabulary that they needed for their writing. In Grade V we continue to focus instruction on helping students to build on their knowledge and understanding of words, of explaining the structure of words and using various strategies such as indentifying roots and affixes to determine the meaning of new and more complex words that they encounter in the materials they read in content areas across the curriculum.</p> <p>Instruction in Grade V must enable students to use a variety of word cues to help them recognise new words. We also help them to build on the standards of Grade IV to identify synonyms, antonyms and homographs that are used in the texts they read at grade level. Students will build their vocabularies through the wide and extensive reading that we require of them in Grade V. We encourage them to continue to use their “word banks” as personal resources for their writing and in their oral presentations. As in the fourth grade, explicit teaching of vocabulary will involve more of a focus on the structure of words, such as the affixes, the roots of words and the use of etymology and word structure to promote recognition of unknown words. Also incorporate the judicious use of the dictionary and thesaurus as resources to help students clarify word meanings, check the etymology and the origin of words which become strategies they can use for word recognition. The activities we set for homework should encourage reading of interesting and enjoyable materials that students can access through loans from the class, school and public libraries. As in Grade IV, we continue to provide time during the day for students to read books of their choosing independently.</p>					
	<ul style="list-style-type: none"> • Give students the opportunity to discuss the materials they read in small groups, with the entire class and in individual sessions with teacher. • Continue to encourage the use of <i>Word Banks</i> for students to record the new words that they encounter in their reading across content areas 					

Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<p>in the curriculum and to illustrate their meanings in sample sentences. The Word Banks can become resources for vocabulary that students use in their compositions and oral presentations.</p> <ul style="list-style-type: none"> • Provide a wide variety of reading materials for students to use in independent reading in class every day. • Teach students strategies for understanding the meanings of new words that they encounter in their reading. • Focus on the structure of the words they know and encounter frequently at grade level. Help them to identify roots, affixes as well as other cues such as the etymology, origin, and the structure (morphology) of new words. • Have students continue to identify the synonyms, antonyms, and idioms that occur in the materials they read at level. • Integrate activities with those designed for other strands in the language arts, such as spelling, to have students work on activities that will build on word recognition and knowledge of vocabulary. • Continue to encourage students to apply the strategies they learn in the language arts to the materials they read in the other subjects across the curriculum, particularly the new technical words that they encounter in some subjects. • Teach students to use the dictionary and thesaurus as resources for clarifying word meanings selecting words for their appropriateness to context when needed. 					
3. Comprehension	<p>In Grade V we focus instruction on helping students extend their understanding of the characteristics of expository texts and on how good exposition works. We continue to build on the strategies that were presented in earlier grades such as understanding the content and structure of text through the identification of main and subordinate ideas and supporting information that is presented, to draw inferences and conclusions about the materials. We also engage them in pre-reading activities that require them to use their prior knowledge to make predictions about the text they are going to read and subsequently to confirm or disconfirm their prediction based on deeper discussion of the text. In Grade V we focus instruction on helping students to critique expository passages by letting them discern how to distinguish between facts and opinions, make inferences based on the information presented, form conclusions by making appropriate informational links in the text and observing how ideas are developed to clarify a topic. The instructional focus extends the reading and understanding of expository materials and enables students to distinguish between the features and characteristics of the genres and text types. We continue to encourage use of the strategies of exposition such as compare and contrast, cause and effect, use of examples, framing a composition around a question or series of questions, paying attention to facts and details to support a main idea. Our instruction in Grade V must focus on providing texts that have a manageable syntactic and vocabulary load which students can manage at grade level. More advanced students will build on the skills they have acquired by reading texts that are increasingly challenging but which they can manage because of their developing skills. We must ensure that students build on the standards for Grade IV and attain the additional standards set for Grade V.</p> <ul style="list-style-type: none"> • Orient students to the material to be read by having them relate their prior knowledge and experience to the selection to be read. • Use text and materials that are appropriate to Grade V level. • Select expository materials from across the curriculum that clearly present the features of expository text such as, use of examples, facts and details to support a main idea, and use of comparison and contrast. • Let students continue to use suitable graphic organisers to help them sort the information that they read (see suggestions in Grade IV) curriculum. 					

Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<ul style="list-style-type: none"> • Encourage discussion of the material during and after reading to ensure that students understand what they read. • Set a clear purpose for reading and have students read for different purposes. • Continue to schedule reading and discussion of selected narratives in class and have students discuss the features and characteristics of narrative. • Have students generate questions about the material before, during and after reading and also have them answer questions about the material. • Provide guidance for those students who need it. Use queries during reading to help students make appropriate and relevant connections between ideas and to overcome misunderstandings as they read. • Start with teacher-directed instruction; demonstrate strategies students can use to understand what they read (e.g thinking aloud to work logically through a problem).Ensure that students have achieved mastery at a particular level before introducing them to materials at a higher level of complexity. Model the think-and-search strategy to relate relevant clues and make an appropriate inference or to draw a logical conclusion. 					
4A. Features and analysis of expository / informational materials	<p>At Grade V students extend their understanding of expository and narrative texts by focusing further on the features and characteristics of these texts. Instruction continues to focus on the standards that were introduced in Grade IV and, in addition, students begin to read and evaluate texts more deeply. Reading instruction helps students to pay attention to the organisation of the expository text, to identify topic and to determine whether the information presented clarifies and supports the topic. Instruction focuses on helping students build their understanding of the structure of expository texts and to critique them through identification of topic; assessing the adequacy and clarity of supporting details, making inferences based on the information provided, and drawing appropriate conclusions. Instruction includes the modelling of reading strategies for students so that they are clear about the types of questions they ask of themselves during reading to facilitate their understanding of the text. The strategies introduced at Grade IV continue to be emphasised and students are given the opportunity to demonstrate their understanding through more complex texts that are introduced gradually. As in Grade IV, instruction also focuses on helping students understand the relationship between reading and writing by allowing them to use, in their own writing, the features of expository text that they understood and critiqued during reading. In Grade V we should sequence instruction so that we begin with texts that use the simplest method of organisation and progress gradually to the most difficult. Then we must return always to revise and reinforce strategies that have been learned because students will need to become proficient in using them and will be required to apply them in higher grades.</p> <ul style="list-style-type: none"> • Help students to understand the structure of the expository text by asking them questions that focus their attention on the presentation of ideas – main idea and supporting details, their relevance to the main idea and their organisation; the use of the topic sentence; organisation around a set of questions posed; comparison and contrast etc . • Allow enough time for students to read, discuss the materials and observe the features of the text. • Help students to understand the text by focussing their attention on the meaningful relations in the text, making inferences, drawing conclusions and distinguishing between fact and opinion. • Use several examples that illustrate the strategy that is being taught. Present examples of clear reports and summaries that can serve as models for study and application in writing. 					

Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<ul style="list-style-type: none"> Use materials from content areas across the curriculum to provide students with a variety of instances of text that is well organised using the different strategies discussed. Model different strategies that promote understanding, such as think and search, think aloud and queries. 					
5. Features of narrative texts	<p>Response to literature of various types assumes an important place in reading instruction at Grade V. As in Grade IV reading instruction in this strand continues to emphasise the elements of narrative, the setting, characters; the structure of plots. We select narratives that are interesting to boys and girls and which are also appropriate to grade level. The narratives selected for Grade V are slightly more complex than those presented in earlier grades and instruction helps the Grade V student to understand the characteristics of narrative Material is carefully selected to expose the Grade V student to a variety of genres, including myths, folk tales, legends, adventure stories (based on reality, fantasy, science fiction). The narrative poem is also introduced for appreciation and to help students discern the features of this type. Instruction helps students to focus on elements such as the setting of the narrative, the plot and events that contribute to the development of the plot, the voice of the narrator and the point of view from which the events are narrated. Use of graphic organisers (e.g. a Venn diagram or a cluster chart) will help students to list pertinent information about the narrative and facilitate comparisons between characters. Instruction also helps students to focus on the characters presented in the narrative, on their actions, their motives for performing certain actions and to compare and contrast the characters.</p> <ul style="list-style-type: none"> As suggested in the Grade IV curriculum, use the story grammar as a framework to help students fill in the elements of narrative. A blank graphic like a semantic map can also help them to slot in pertinent information about the events in a text as well as the characters. Provide opportunities for students to work in small groups to share with classmates the stories they have read and to answer questions about the stories. Continue to schedule reading conferences with individuals and small groups to read and discuss selected texts, to monitor students' understanding of literature and to guide them in their choice of reading materials for independent reading. Present literature selections that exemplify different genres, e.g. folk tales, science fiction, adventure stories, narrative poems, and discuss the characteristics of these types with students. Allow students to recite poems and to discuss the features of the narrative poem. Schedule time for independent reading every day, and for students to record their thoughts and information about the types of materials they have read, in their reading journals. Use supporting aids for students, e.g. a note sheet that will allow them to record important information about the particular text type that has been introduced or a graphic to list the actions and traits of characters in a narrative in order to compare and contrast them. 					

Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
Responding to literature and analysis of literary materials	<p>Instruction in Grade V helps students to deepen their understanding and appreciation of literature. Students are exposed to a variety of different types of literature, including fiction (a range, e.g. adventure, science fiction etc), poetry, drama, biographies, non-fiction. Students are guided to focus on the structure of narratives and a wide and varied selection of good narratives appropriate to grade level is made available to the class. Instruction helps students to focus on the plot of the narrative, to identify the main events in the plot, particularly those which advance the action of the story. Students also focus on how the plot of a story is resolved. Instruction provides opportunity for students to work in groups to share the narratives they have read and to present their response to the narrative and answer questions about it. Students are also encouraged to write out responses that they present orally to the class. Students are taught explicitly to recognise figurative language and to discuss their use in the text. Students' exposure to literature in Grade V helps them to understand the features of the genres and to build familiarity with the literary language used in the literary types that they read. The activities focus on developing an appreciation for literature and for reading, understanding and enjoying a wide range of literary materials.</p> <ul style="list-style-type: none"> • Allow students to read aloud at the start of a lesson and use queries to help them understand what they read and respond to the text. They can continue to read silently and independently. • Continue to emphasise comprehension strategies that students have learned and encourage them to generate and answer questions about what they read. • Refer to the suggestions presented in the Grade IV syllabus and continue to build on those areas that students may not have fully mastered. • Continue to use the story grammar structure as a strategy for students to (i) identify and list the plot events, (ii) identify the main and minor characters in the story and to list their characteristics: personality traits, appearances, motives for acting in the ways that they do. • Begin to focus on more complex features such as the symbols used by the author, the figurative language and the purposes for the author's choice of images. • Pay attention to the pleasurable aspects of reading good literature. Encourage reading aloud for a part of the lesson and encourage discussion and feedback from the students, allowing them to express their views and feelings about the narrative and its various elements (characters, plots, events, behaviours of characters and relating to real life or events with which students can identify). • Continue to use graphic organisers to help students organise information and to sequence points for their oral presentations and compositions. 					
6. Writing	<p>As in Grade IV, we can continue to integrate the domains of reading and writing when appropriate so that students can see the relationship between these domains. However, we need to help students to extend their abilities in writing by providing them with opportunities to write using the text types that they have been reading and studying. We need to provide support for them as they work on these tasks by commenting on their work, giving appropriate feedback and directing them in the ways in which they can improve their efforts. We can also make good use of graphic organisers for the purpose of helping them to organise their points for each paragraph and to structure the entire composition. Continued use of Process Approach strategies to prewriting, drafting, revising, editing and preparing a fair copy will strengthen the students' abilities as writers. We include the text types we focussed on in Grade IV, i.e. narratives, descriptions, informative reports and summaries and we also add new text types that are introduced in Grade V such as narrative poems, reports of experiments that they do in other subject areas as well as various types of exposition mentioned earlier in this syllabus, such as writing instructions, directions, recipes, notices</p>					

Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<p>and announcements among others. It is useful to include good models of the text type that is introduced and which highlight the particular features that we want students to recognise. We allow students to list on a sheet the particular features as they identify them in the reading and discussion of the text type. As teacher works with students who are focused on the oral reading of a sample (as they follow by reading the text before them also), opportunity is provided to point out the specific features of the text systematically so that the students observe them, can distinguish them from other distinctive features. This will help students to build knowledge gradually of the various text features that they need to learn, and they will gain confidence as they attempt to identify during class activities and receive feedback about their responses. For example, in a text that clearly sets out the setting of the story, teacher can focus students' attention on the setting and help them to observe the ways in which the writer paints a picture of the place where the story takes place. Similarly, simpler elements of plot are introduced subsequently (possibly in another lesson) until students can identify elements on their own and can discuss them with the class group. The teaching has to be systematic and teachers must be prepared to model, to demonstrate and to help students identify and distinguish features as they are introduced in particular text types. Then the teaching in subsequent lessons must provide opportunities for students to consolidate what they have learned and to gain confidence in approaching an unseen text and to attempt to identify the features and discuss them. The following are suggestions for activities we can incorporate in instruction.</p> <ul style="list-style-type: none"> • Provide opportunities for students to do a lot of writing and set tasks that will require them to write a range of text types such as narratives, expository (which include the examples mentioned earlier in this section - friendly letters, persuasive letters, reports of the experiments they do in science subjects, their responses to the literature that they read. • Always allow students to use process strategies in their writing for generating ideas, organising their ideas, drafting, revising and editing. Help them to do spell checks for words of which they are not sure and to achieve ownership of those words. Focus on revision strategies so that students can learn how to repair and improve their writing by deleting, rewriting, changing the order of words to achieve a better and stronger effect and to write clear and well formed sentences. • Teach them expository strategies such as developing a paragraph around a central idea, compare and contrast, similarities and differences, cause and effect, arrangement in chronological order. • Introduce various aids that they can use to organise their ideas, e.g. outlines, cluster charts or simple note sheets on which they can list points or rearrange them in the order in which they want to present them. • Use checklists (see TG) that students can use to check their own writing. • Use text selections that exemplify writing of the particular type or that illustrate a particular strategy that students are working on. • Use prompts for writing that will help students get started and which will focus them on a particular type. • Encourage students to read out what they have written, and allow time for discussion about their work. 					
7. Research	<p>Most students are familiar with computers through their lessons in the computer lab or because they have access to them at home or in community centres. It is therefore important for us to encourage the appropriate use of the technology to enhance students' learning and to guide them in the proper procedures for finding information that they need by accessing useful pages on the Internet or using the tools that can help them to check their writing. Our teaching of research skills must therefore also include exposure to the computer and to help our students use the technology responsibly. In Grade V we can help students to learn how to use the technology for a range of purposes that are</p>					

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Strands ↓						
	<p>appropriate at this level. For example, we can help them to use simple word processing documents to input the text that they create and to insert a graphic or two to illustrate or enhance what they have produced. More importantly, however, we need to help them to apply the features of organisation that they would have used in their writing, but, in this instance, making use of the tools provided, such as cutting and pasting to reorganise the text, using the online dictionary and thesaurus resources for checking their choices of words and so on. In Grade V we focus on helping students locate information through use of basic research skills. For example, in setting an exposition topic that is interesting and which will require them to find out (e.g. the invention of the automobile / cars or a topic of geographic interest like <i>volcanoes</i>) we spend time in making sure that the topic we are asking them to write about is clear and interesting and that students already know something about it (i.e. they may have read in a selection chosen for the class). Through discussion we can derive a set of specific points that students have generated as ideas for the composition and which they want to find out about. We work with the class to organise these and decide on the ones that are relevant and which require a search for information. We guide students through the search process, helping them to assess examples that are useful and relevant and those that are not, and teaching them how to present direct quotations and how to present their own ideas based on their understanding of what they have read. We also allow them to continue to use the dictionary or the thesaurus to clarify meanings and to make good vocabulary choices.</p>					
	<ul style="list-style-type: none"> • Give students many opportunities to write during the course of each week. Set tasks that will require them to use the text types that they have studied and become familiar with in their reading sessions. • Give them guidance with appropriate writing prompts and supports like note sheets, and graphic organisers to help them to organise their ideas. • Require the use of process strategies to help them develop their writing at every stage (see earlier sections for strategies). • Supervise the research work that they need to do – if this is relevant to the particular writing task. • Provide ample feedback on their writing. Discuss with them what they have written, comment and discuss the content, the organisation, the relevance of the information to the topic etc. In the case of narratives, discuss their use of the features of narratives to produce good stories. Focus on the particular text type that they have worked on and engage them in discussion of their use of the features. • Provide checklists for them to use as they revise their work and read over critically what they have written. • Integrate reading and writing domains with information technology to help students read and understand technical brochures related to concepts they are expected to acquire in information technology and to use the technology for their project work in the language arts. 					

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Strands ↓						
8. Conventions of oral and written English	<p>By the time they get to Grade V, students should have a good understanding of what is a sentence, of how to write well-formed sentences, and they should be able to apply the principles of punctuation to the sentences that they write, showing mastery of use of the full stop and capitalisation at the very least. The teaching of punctuation and grammar can be integrated into their writing lessons at the stage where they are revising their writing for accuracy of sentence structure, choice of words, spelling, punctuation etc. Integrating these concepts into an appropriate stage of the writing lesson and dealing with them in the context of the relevance to the students' actual writing is likely to be much more effective than if they are taught in isolation in an abstract way and without reference to the particular needs of the students. It is also appropriate if mini lessons are given at appropriate points based on teacher's observations of the common mistakes that students make in grammar, punctuation, spelling, as these are also relevant to students' specific needs and relate to the kinds of errors they have probably made on a particular writing task. Treating with each area discretely and at a juncture close enough to the writing in which students would have made the mistakes in question will more likely allow the forms in question to be noticed by the students so that they will be able to pay attention to the correct forms required and avoid making the same errors in the future. The suggestions made for Grade IV on dealing with grammar and writing convention issues as part of revision can be reviewed and used in this grade as well. We must continue to set aside time to give feedback to all the students, and we need to give provide additional support for those students who continue to struggle with achieving mastery of the conventions of written English. They will benefit if we go over their work with them and help them to identify the common errors they make. As in Grade IV, we can create flexible groupings to teach the class specific grammar points on the basis of need. If we relate grammar instruction to areas of student need – as evidenced in their writing - they will be better able to self-correct and improve their expression. The specific suggestions for this area provided in the Grade IV syllabus will also be useful here.</p>					
A. Grammar	<ul style="list-style-type: none"> • Help students to use the parts of speech accurately. Review specific usage, using several examples from students' writing as well as the literature they read to demonstrate good and correct use of nouns and verbs. Pay attention to the correct forms of verbs in the past and focus on those that are often misused (e.g. lie / lay; lead / led). • Give students a list of prompts or queries that they can use during revision of their work to check for inaccurate usage. • Continue to help students to build awareness of subject and verb agreement as well as pronoun agreement with antecedents. • Teach students to distinguish between the following forms; they/ their / there – as these tend to be common errors in the writing of students at even higher grades. • Teach students to identify correct use of coordinating conjunctions, adverbs and prepositions. • Use the teaching moment in individual conferences about their writing to heighten awareness about a student's own usage. 					
B. Sentence structure	<ul style="list-style-type: none"> • Continue to help students identify and use sentences that are well formed, coherent and clear. • Use the writing conference to draw students' attention to infelicities in sentence construction and provide them with prompts that they can use to detect the errors they make and repair them. • Use a simple checklist that students can use at the revision stage when they are editing for accuracy to guide them to the important points that they should look for. As they do this with each writing task, they will become more familiar with accurate grammar and use it. • Model the use of sentence-combining strategies so that students can create compound sentences using various structures such as connectives, participial phrases, prepositional phrases, and appositives. 					

Domains 	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands 						
	<ul style="list-style-type: none"> Focus student's attention when you are teaching a new sentence structure. Model and demonstrate the structure using several examples and have students write individual sentences using that structure before they begin to use it in their compositions. Teach students the appropriate use of connectives within sentences, such as when it is better to link with 'and' or 'but' or 'because'. Help them to follow the logic of the sentence and to use the connectives that make good sense and convey the intended meaning. 					
C. Punctuation	<ul style="list-style-type: none"> Continue to monitor students' use of the punctuation marks they have learned in earlier grades; i.e. the full stop, comma, question mark and exclamation mark. Teach students to indicate all direct quotations that they include in their writing through the use of inverted commas. Teach them to underline the titles of books, films, newspapers and magazines. Teach them to use the apostrophe to indicate possessive case. Teach the use of capital letters appropriately in the titles of texts and in the first word of a quotation. Teach them also to use brackets around information that qualifies or clarifies a statement. Provide exercises that help students focus on the correct use of a particular punctuation mark when you first introduce it. Teach them how to use the mark and through the use of examples, model when to use the mark. Give them follow up exercises that help them master use of the mark and encourage appropriate use of the marks they have learned in their compositions. Again, use checklists that cover the correct use of punctuation marks so students can refer to these as they revise their writing. 					
D. Spelling	<p>We need to continue to give special attention to spelling and to help students to use strategies to spell correctly. Some students may be struggling with spelling so it will be useful to revise the strategies that were emphasised in Grades II, III and IV. Help students gain confidence with spelling. We should help them to understand that they need to learn to spell not just as an end in itself but because it is integral to their writing and to conveying accurate information and messages. We may use quizzes and dictation judiciously throughout the year to monitor students' mastery of the standards in this strand. Encourage students to use the generic spelling strategies as aids to help them spell correctly.</p> <ul style="list-style-type: none"> Focus on the structure of words, on roots and affixes as an aid to spelling. Help students identify prefixes, suffixes and roots. Help them to understand syllable structure and to separate words into parts as an aid to spelling. Let them use phonics as cues for determining the spelling of certain syllables and words. Help them to focus on letter clusters, particularly those that are complex and help them to see the patterns of various clusters. Continue to provide support and allow students to take risks so that they can learn. Spelling is developmental and students will make mistakes at certain times as they try to learn more complex words. 					

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Guides for integrating – across the domains and other subjects	<p>In the syllabuses for earlier grades, we suggested ways in which teachers can integrate activities in the language arts to give students a holistic view of the various domains in the subject. We also indicated that the skills students learn in the language arts are foundation literacy skills that are necessary to their learning and understanding content areas across the curriculum. We emphasised in Grades IV and particularly in Grade V that students need to do more than just learn to read, although they are constantly achieving greater mastery as readers in these grades, but they are also using reading to learn. As good readers, they can access and understand the information presented in other content areas and they are in a better position to learn and develop the specific skills that they require to excel in those areas. We reiterate here the points made in Grade IV regarding the importance of reading and writing as building blocks for academic proficiency and success in school. Proficiency in reading and writing at Grade V level is necessary if students are going to handle the academic work in the grade without difficulty. We should continue to provide interesting activities and enrichment activities for students who are advanced and who can proceed to more complex tasks. At the same time, we need to provide special activities and systematic instruction for those students who are struggling and to help them achieve mastery so that they can progress to do the tasks that are required of them at grade level. Helping students to focus on the features of the text as part of the reading exercise carries over into the writing instruction that they receive, because we will be asking them to reproduce the various text types that they will need. For example, exposition is one of the common types that students will need to use for various purposes and there are several text types within this genre and each has specific features that students need to learn if they are to understand texts of that type and then write those types using the appropriate features. Reading and understanding both the content of the text and the characteristics of the text carries over into the students own writing. This is an integrated activity that allows students to understand the material they read and to reproduce the features and characteristics of the material when they are required to do so. Integrating within the domains of the language arts and across the curriculum will help students to see the importance of language to every sphere of their learning. The reports and compositions they write on topics in other subject areas will utilise the same process strategies and other skills and techniques that we teach in the language arts to help them achieve mastery. Wherever the opportunities arise, we must help students to use their language skills to access and express information in all the domains of the language arts and other content areas across the curriculum.</p> <ul style="list-style-type: none"> • Continue to emphasise the importance of achieving ownership of words in subjects across the curriculum, using strategies learned and developed in the language arts. • Encourage students to continue to use their <i>word banks</i> to record new words from subjects across the curriculum and to use them in sentences that illustrate the meanings of these words clearly. • Continue to schedule time for reading aloud, using varied materials from the language arts and other subjects across the curriculum. • Provide opportunities for students to give planned oral presentations on topics from other subjects across the curriculum. • Allow students to work in groups for various activities and set up collaborative groups for students to work on specific projects. • Allow students to work on projects that require them to use the other content areas across the curriculum and encourage use of the research and technology strategies as appropriate in these as well. • Set purposes for reading and have students read for different purposes based on the information they must access across the curriculum. • Continue to provide opportunities for students to give oral presentations and to discuss their work with classmates. 					

Listening and Speaking

General Learning Outcomes for Listening and Speaking

By the end of Grade V students should have attained all the standards for listening and speaking at Grade V. These are: II. 1. i.– iii; I.2.i; II.2. i, ii, iii & v; IV. 2.i – iv; V.2.i-iv; I.3.i-ii; II.3.i-vi; IV. 3. i.-iii; V.3.i. & ii; I.4. i. – vi; II.4.i.; III.4.i; IV.4. i.-v; V.4. i.-vi; VI.4. i. & ii.; VI. 4.i. ⅈ I. V. i.& ii; II. 5. Ii-vi; V. 5. i. – v; II.6.i.; IV. 6.i.; V. 6.i. – xi; II. 7. i., ii, iii; V. 7. i. – iii;I. 8. i.; IV. 8.i. & ii; V. 8.i. – iii; All under I. 8.A,B, C.

In particular, students should be able to

1. listen to develop language awareness and to distinguish between standard and non-standard varieties of English
2. listen to understand literal and implied meanings in oral discourse
3. listen attentively for a variety of purposes, particularly to complete academic tasks well
4. speak effectively and with confidence in different communicative situations
5. speak to express a personal response to literature they have read
6. use the language code and register (standard English; CIV / formal casual) and adjust tone as appropriate to the communicative situation

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes	Sample Activities	Suggested Resources
I. Listening and Speaking			
<p>A. Interpersonal Communication</p> <p>A – 1. Communicating to interact socially.</p>	<ol style="list-style-type: none"> 1. listen to distinguish between Standard English and non-standard varieties spoken in the Caribbean 2. listen attentively to understand directions and instructions and to follow them 3. relay with accuracy messages that they have listened to 4. observe paralinguistic clues [volume, rate of speech, pitch, tone], facial expressions and body language to determine a speaker’s emotional tone 5. observe non-verbal clues to understand a speaker’s message 6. adjust register and tone as appropriate to the communicative situation and context 7. observe the conventional courtesies in conversations 8. ask for clear instructions and directions 9. give clear instructions and 	<p><i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i></p> <ul style="list-style-type: none"> • Select a good example of a poem that uses dialect. <ul style="list-style-type: none"> - First have a warm up activity to orient students to the poem and its contents (e.g. use the title to initiate discussion about the subject matter of the poem and the language code that might be used in it. If the title is in dialect, write it on the board and have the students talk about what it means. Ask them to give the Standard English version of the title. Set some specific purposes for listening - based on the contents and message of the poem). - Read the poem or play a recording of it. - Follow the reading with discussion about the tasks set as well as additional language awareness activities, e.g., link with writing by having students work in pairs or small groups to give a Standard English version of the poem, or to dramatise it if it lends itself to that kind of activity. (initially, select examples that reflect the dialect used in the island / territory and that the child is most likely to speak). • (Outcomes 2 and 7) - Review some of the activities for following and giving instructions and directions listed for earlier grades. 	<p><i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i></p> <ul style="list-style-type: none"> ▪ Good examples of poems and stories in which dialect is used. Also skits or plays using dialect. Select those that are suitable for the age group. ▪ Charts showing Standard equivalents of some dialect constructions. ▪ Audio visual equipment and pre recordings of selections of literature that include dialect. ▪ Blank tapes for recording students’ contributions for further listening and discussion. ▪ Stimulus materials from other subjects that explain how to make or do something. ▪ Sections of maps / full maps for working out routes and giving directions. ▪ Access to drama centre for realistic presentations and creating characters for

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes	Sample Activities	Suggested Resources
	<p><i>By the end of Grade V students should be able to</i></p> <p>directions.</p>	<p><i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i></p> <ul style="list-style-type: none"> - Extend students' ability to follow and give instructions and directions by designing tasks in which they work through the steps of an activity as they listen to instructions or directions given by someone else. - Have students work in pairs to take turns to give instructions and to follow them. - Use materials from other subjects that are suitable to this activity. - Do the same for listening to and giving directions. <ul style="list-style-type: none"> • Use role-play situations to give students practice adjusting their choice of language, tone etc. • Work out simulated activities in which the situations are casual or formal and in which the speaker's status vis-à-vis the student's varies. For example, to have students use more formal and careful speech, let the (real or imagined) speaker (interlocutor – i.e. the person with whom the student will be interacting) be someone older who is respected in the school / community. <ul style="list-style-type: none"> - If the situation is imagined, let students take turns being the characters in the role-play. - Have other students comment / give feedback on the appropriateness of 	<p><i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i></p> <p>simulated situations.</p> <ul style="list-style-type: none"> ▪ Lists of criteria for assessing oral contributions in casual and formal conversations / interactions.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade V students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
		language, tone and attitude, using criteria that you and the students have discussed beforehand.	
A – 2 Communicating to give and to get information	10. listen to determine the gist of a speaker’s contribution 11. listen to a speaker’s contribution and give a short summary of it 12. listen to an oral report to <ul style="list-style-type: none"> - follow the main points - determine the sequence of events and - give an accurate account of it later 13. ask a speaker for clarification about the subject matter of his / her contribution 14. prepare and give an informative oral presentation about a topic of interest or an event 15. formulate questions to get information about or to investigate a particular topic	<ul style="list-style-type: none"> ▪ Use real situations, e.g. the occasion when a speaker has been invited to speak to the students; or the Principal’s morning message. Set purposes for listening. <ul style="list-style-type: none"> - Ask students to listen to determine the substance of the speaker’s message. The listening activity can be followed by a short writing exercise; e.g. have students write down the gist in one sentence, or have the class discuss the gist of the message. ▪ Get a sample of the speech / talk beforehand to determine what the gist is. Include the gist on a large sheet of Bristol board as a multiple choice item. <ul style="list-style-type: none"> - First orient the students to the speech / talk by discussing the topic and what they know about it and the subject matter to be discussed. - Introduce the statements on the board and tell the students that only one expresses the gist. - Ask them to listen to the speech and decide which statement gives the gist. - Review what the word <i>gist</i> means before asking the students to listen. 	<ul style="list-style-type: none"> • Resource persons to give short talks to students on topics of interest that they are studying in Language Arts or other subjects across the curriculum. • Charts reviewing in point form the principles of writing a summary. • Large sheets of Bristol board or flip chart paper for <ul style="list-style-type: none"> - writing down sentence options for whole class inspection; - writing examples of well-formed questions – open-ended and closed; - displaying good examples of students’ writing. • Writing materials, paper, pens, pencils. • Pre-recorded tapes with

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	<p><i>By the end of Grade V students should be able to</i></p>	<p><i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i></p> <ul style="list-style-type: none"> ▪ Extend the previous activity to include Outcome #11 and have students give an oral summary of the subject matter of the speaker’s talk. ▪ Have students write down a numbered list of four or five points on a sheet of paper. Use a recording of a short report as a stimulus for listening. Ask students to write down short phrases to indicate the points made in the order that they were made in the report. Students compare and discuss their answers. • Encourage students to ask questions of each other when they make contributions and also of invited speakers to the class. <ul style="list-style-type: none"> - As preparation, first explain the difference between closed questions (i.e. those that require either <i>yes</i> or <i>no</i> as an answer) and open questions (those that require giving information / an explanation as an answer). - Draw up a list including both closed and open questions about a short reading passage (e.g. dialogue, explanatory text). Ask students to identify those questions that are closed and those that are open. - Help students to formulate open ended 	<p><i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i></p> <p>selections of talks / short speeches, dialogues etc.</p>

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes	Sample Activities	Suggested Resources
	<p><i>By the end of Grade V students should be able to</i></p>	<p><i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i></p> <p>questions that they would like to ask a speaker who has been invited to visit the class to speak about a specific topic.</p> <ul style="list-style-type: none"> • Link listening activities with writing; for example, after reviewing letter-writing principles, have students write the letter of invitation to the speaker as well as the thank you letter. Have students write a letter to tell a friend / family member about the visit /or the speaker’s presentation. 	<p><i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i></p>
B - Listening and speaking to develop oral language for school/ academic purposes			
B – 1. Listening and speaking for enjoyment and to express personal response to literature	<p>16. listen to poems introduced in class and talk about personal response to them</p> <p>17. listen to poetry, song lyrics, to discover the rhythm of language and to talk about their response to the material</p> <p>18. give an oral presentation in which they retell /or tell about a story they have read.</p> <p>19. give an oral presentation in which they talk about their personal response to literature they have read</p>	<ul style="list-style-type: none"> ▪ Have several interesting poems for students to listen to during the course of the year. Select poems carefully to highlight the particular features you want to focus on. Have some of the poems pre-recorded so students can listen to them as a whole class group, in small groups, and individually. <ul style="list-style-type: none"> - First introduce the title of the poem and activate students’ background knowledge about the subject matter by having them talk about the title. - Review material covered in Grade 3 on rhythm and rhyme. - Set a specific purpose for listening (e.g. to find out whether the poem uses end rhymes). 	<ul style="list-style-type: none"> ▪ A wide selection of poems for the age group. ▪ Appropriate examples of choral recitations (include good ones written by students in previous Grade 4 groups). ▪ Good examples of individual oral presentations in which students express a response to literature they have read. Examples selected should focus on key aspects of the presentation.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade V students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
	<p>20. give an oral presentation in which they summarise the plot of a narrative / present a character sketch</p> <p>21. give an oral presentation in which they use details / examples / supporting information from the texts they have read as evidence for the conclusions they draw about the text</p> <p>22. recite a poem, dramatic monologue with expression</p>	<ul style="list-style-type: none"> - Read or play the recording of the poem to the students. Follow this by having students talk about the rhyming pattern. - Hand out pre-printed sheets of the poem but leave out some of the end rhymes. Have students listen and write in the missing rhyming word. Follow with discussion about the pattern of rhymes. - Link with writing by giving having students select a topic and letting them try writing a poem using a rhyming pattern. - Provide opportunities for students to read their poems to the class and to talk about their writing. Discussion can also focus on the message of the poem, the images created by the words used. <ul style="list-style-type: none"> ▪ Select some poems that lend themselves to choral recitation (See TG. e.g. <i>The Wind in a Frolic</i> or <i>The All Alone Tree</i> or <i>Rilloby-rilloby</i>). <ul style="list-style-type: none"> - First discuss the subject matter of the poem. - organise recitation by the whole class, small groups, pairs and individuals. Help the children to keep the rhythm by tapping or clapping. - Record best efforts and use as stimulus for critical listening. 	<ul style="list-style-type: none"> ▪ A wide selection of stories for supplementary reading – during silent independent reading sessions or at home.

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B – 2 . Listening and speaking for understanding	23. listen to predict outcomes from a series of events described 24. listen to make inferences about implied meanings 25. listen to reconstruct the meaning of a message characterised by hesitations, false starts etc. 26. listen to an oral presentation to draw appropriate conclusions from it 27. listen to an oral presentation to find out the main idea and to state what it is 28. give oral descriptions of places, objects, people 29. give oral reports based on current events, books they have read, movies they have seen, experiments they have conducted 30. decide on the focus, organisation and point of view they will use for an oral presentation, prepare and deliver it	<ul style="list-style-type: none"> ▪ Orient students to a listening text before asking them to listen to it. Activate students' background knowledge and encourage discussion about the topic. Provide students with a clear focus for listening by setting purposes for listening. Do not set more than one manageable task at a time. Follow the listening activity with a meaningful and related task that can be integrated with other domains, e.g. writing. ▪ Find examples of the type of oral presentation that you are asking students to present. Use the example as a basis for critical reading and to provide a model that indicates the pattern of organisation to students. Use the example as a stimulus to have students observe its features and to discuss them. ▪ Integrate activities in listening and speaking with other domains (for example, reading) by providing opportunities for students to give oral presentations on books and poems that they have read. ▪ Guide students to use details, examples and information from relevant sources to support the main points in their oral presentations. 	<ul style="list-style-type: none"> ▪ Selection of good examples of oral presentations that demonstrate the features of the particular type that is being taught for use as models, e.g. book report, summary, description of place, object, information about an event, explanation about the process used to get something done etc. ▪ In addition to the main class text, a wide selection of reading material that will motivate students to read and share their response to the reading. ▪ Charts that show examples of organisation patterns being taught. ▪ Photocopies of presentation types for critical reading and discussion. ▪ Carefully selected examples of work from former (anonymous) students that

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	<p><i>By the end of Grade V students should be able to</i></p>	<p><i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i></p>	<p><i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i></p>
	<p>31. decide on the topic for an oral presentation and use appropriate details and supporting information (facts, examples, explanations) to develop it</p> <p>32. give an oral summary of books they have read, of important events and plans</p>	<ul style="list-style-type: none"> ▪ Encourage discussion and feedback on the presentations that students give. Have students generate a set of questions that focus on the salient features of the type of presentation and use them as guides for critical listening and to provide feedback on the presentations of their classmates. ▪ Link with the writing domain to teach students the principles of writing a good summary. Provide opportunities for students to present oral summaries. 	<p>illustrate significant teaching points.</p> <ul style="list-style-type: none"> ▪ Dynamic charts that facilitate the learning of the concepts students are being taught.
B – 3. Listening and speaking to evaluate concepts	<p>33. listen to distinguish fantasy from reality; fact from opinion / belief</p> <p>34. listen to identify and discuss critically persuasive techniques used in advertisements</p> <p>35. listen to identify and discuss critically, the techniques used in selected speech acts such as flattery / exaggerated praise, promises, dares, generalisations</p> <p>36. identify logical fallacies in media messages and presentations</p>	<ul style="list-style-type: none"> ▪ Use a range of good stimulus materials that focus on the particular features students are expected to learn. ▪ Integrate listening tasks with reading. Critical reading and discussion of features in reading selections can act as a stimulus for identifying and analysing these features in a listening activity. Teach one feature at a time. Make sure that students understand a feature and can apply it appropriately before introducing another. ▪ Use advertisements of different types – those intended for radio and TV. Help students identify and analyse the claims that are made, facts that can be verified as opposed to unsubstantiated claims, the effects and appeal 	<ul style="list-style-type: none"> ▪ Fairy tales, short selections from Science Fiction, informative texts, newspaper commentaries suitable for the age group and other materials that provide examples of the features being taught. ▪ Prepared dialogues with examples of speech acts such as praise, dares, promises etc. ▪ Tape recorder, microphone, pre-recorded tapes with stimulus materials for listening and blank tapes for recording student renditions.

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		<p>of the jingles used etc.</p> <ul style="list-style-type: none"> ▪ Select useful examples of dialogues from texts that represent flattery etc. Integrate listening and reading activities that help to strengthen students' ability to identify the features that are being focused on and to discuss them critically. 	<ul style="list-style-type: none"> ▪ The resources listed in the foregoing sections.
B - 4. Vocabulary building and concept development for oral communication in classrooms and other contexts	<p>37. recognise high frequency words and their meanings used in oral discourse</p> <p>38. understand and use more words that are used figuratively in texts / presentations that they listen to</p> <p>39. use words for their figurative and metaphorical meanings in their oral presentations</p> <p>40. interpret the meanings of words in the contexts in which they are used</p>	<ul style="list-style-type: none"> ▪ Integrate the teaching of vocabulary with reading and writing. ▪ Design activities that require students to use contextual clues to determine the meanings of words. ▪ Adapt some of the activities described for vocabulary building in the Grade IV syllabus to help students extend their knowledge of words and increase their vocabulary. 	<ul style="list-style-type: none"> ▪ Refer to the resources listed for the Grade III / IV curriculum. ▪ Relevant stimulus materials including selections from other subjects that introduce and explain important concepts. ▪ Good oral presentation models that illustrate effective use of words.
C. Voice skills – developing clear diction – enunciation, pronunciation	<p>41. project and modulate voice effectively in making oral presentations</p> <p>42. articulate clearly and use correct stress assignment in</p>	<ul style="list-style-type: none"> • Provide opportunities for students to do choral recitation of poems. • Let students make individual oral presentations on varied subjects, informative reports as well as literary selections. Let 	<ul style="list-style-type: none"> ▪ A selection of good stimulus materials that incorporate the features that are being taught. ▪ Audio-visual equipment and pre-recorded selections for

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	pronouncing words 43. adjust volume, pitch and tone appropriately according to the situation and requirements of the particular presentation 44. vary the rate of speech and pace speech appropriately to convey the meaning of the oral message effectively 45. provide emphasis as needed in appropriate places to allow the listener to follow the points being made and for effective delivery 46. pace their oral presentations effectively, give appropriate emphasis to important points, vary tempo and voice quality, and use clear diction	other students listen critically to provide feedback. <ul style="list-style-type: none"> • Use a checklist of questions (or statements) that focus on important features of delivery and have students use these to guide their assessment and discussion of each other's oral presentations and oral delivery. • Let students listen critically to good examples of choral recitations or of dramatic monologues that exemplify good oral delivery. Encourage discussion of the models used to help students focus on strengths and weaknesses of presentations. ▪ Use models that exemplify good oral presentations. Have students listen critically to detect speaker's diction, pacing, etc. • Have students do individual oral presentations / recitations that allow them to practice diction, appropriate phrasing, pacing and modulation of voice etc. 	critical listening. <ul style="list-style-type: none"> ▪ Blank tapes /CDs for recording samples of students' oral presentations. ▪ Charts / print outs of lists of features / checklists.
D. Attitudes and Interest	47. share ideas and participate in oral activities in the classroom 48. listen attentively and critically to oral presentations and give appropriate responses	<ul style="list-style-type: none"> ▪ Refer to the suggestions listed in foregoing sections, and adapt selected activities from the Grade III / IV curriculum to reinforce particular skills and provide a foundation for extending students' abilities in listening and speaking. 	<ul style="list-style-type: none"> ▪ Refer to the list of resources listed in the foregoing sections. ▪ Appropriate topics and stimulus materials from other

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	<p><i>By the end of Grade V students should be able to</i></p> <p>49. ask appropriate questions of a speaker for information and clarification</p> <p>50. give oral presentations that</p> <ul style="list-style-type: none"> - provide information - explain a process - present a narrative and a response to literature 	<p><i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i></p> <ul style="list-style-type: none"> ▪ Help students to select topics for oral presentations that are suitable for grade five. ▪ Integrate domains within the language arts and select materials from across the curriculum for use as stimulus for listening and speaking activities. 	<p><i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i></p> <p>subjects in the grade V curriculum – Social Studies, Science, Art and Craft etc.</p>

READING

II. General Learning Outcomes for Reading

By the end of Grade V students should be able to:

1. read texts at Grade V fluently and accurately
2. recognise an increasing number of high frequency words
3. use word identification strategies learned in earlier grades (e.g. knowledge of root words and affixes) to decode new and unfamiliar words
4. use abstract roots and affixes from Latin and Greek to analyse the meaning of complex words
5. read narrative and expository texts at the Grade V level aloud with fluency, expression, and understanding
6. read texts at Grade V level independently with understanding and discuss what they have read
7. use strategies learned in earlier grades and those introduced in Grade V to construct meaning in texts
8. determine how the use of text features enhance the information and help clarify the meaning of the text
9. read for enjoyment and show their delight in reading by discussing and sharing information about books
10. show that they understand literal and figurative meanings of words used in texts at their level.

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II. Reading			
A. Understanding about texts – Organisation and Context	<ol style="list-style-type: none"> 1. use their knowledge of text structure and organisation to help them understand the content 2. distinguish between different text types (e.g. narrative, expository, descriptive) 3. distinguish between different genres (e.g. fiction, non-fiction, poetry, drama, autobiography, biography) 4. determine how specific features of a text (e.g. headings, graphics, charts, diagrams, illustrations, maps) are used to make the text clear to a reader 5. use different parts of a text (e.g. glossary, table of contents, index) to help them locate information easily 	<ul style="list-style-type: none"> ▪ First ensure that students are familiar with the parts of a book and text features by reviewing them carefully and re-teaching concepts as needed. ▪ During reading show students how the use of graphics, diagrams, illustrations and charts are used by authors to enhance and clarify the meaning of the text. ▪ Use texts of different types (informational, narrative) to help students see the difference between the types. Select also different texts that illustrate the difference between types, e.g. poetry, prose and drama. ▪ Select different types of expository texts and focus on the features / characteristics of each type (e.g. notices and announcements; explanations of a process, reports etc.) ▪ Help students become familiar with parts of a text such as the table of contents, the glossary and index and use them as tools to find information in a text. Use texts from other subject areas for this purpose as well. Demonstrate / model the use of these features in guided reading sessions. 	<ul style="list-style-type: none"> ▪ Reading appropriate to grade level and which can be managed by students. ▪ Texts that use illustrations, graphics, charts, maps. Texts from other subjects that have these features. ▪ A wide variety of text types – Informational, narrative etc.

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		<ul style="list-style-type: none"> ▪ Help students follow and analyse the sequence of events in a text and the chronological order in which material is presented. ▪ Show students how to inspect, extract and summarise information presented in graphic displays, charts, etc. ▪ Begin with materials that students can manage and introduce more challenging texts as students gain mastery of concepts and achieve fluency in reading texts at a particular level of difficulty. 	
B. Word recognition, decoding and developing fluency.	<p>6. recognise an increasing number of high frequency words at grade level</p> <p>7. determine the meanings of words by inspecting the contexts in which they are used</p> <p>8. use knowledge of word patterns, derivations / roots and affixes to identify familiar words and decode new ones</p> <p>9. use abstract roots and affixes derived from Latin and Greek to determine the meaning of complex words ^(*)</p>	<ul style="list-style-type: none"> ▪ Have students read some of the text aloud for checking fluency etc. ▪ Take a running record of a students' reading to check for strengths and weaknesses. Use that information to help students overcome difficulties and to achieve fluency. Work with individual students to take the record. ▪ Teach directly and systematically those students who have difficulty, how to decode so that they can use appropriate strategies to solve decoding problems while reading. See suggestions given for earlier grades as well as the Teachers' Guide. 	<ul style="list-style-type: none"> ▪ Use a selection of texts but emphasise expository texts. ▪ Dynamic charts that display roots and affixes. ▪ A dictionary for reference. ▪ A stop-watch for timing reading. ▪ Reading record forms to check the performance of students (see TG).

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	<p>10. read texts at grade level aloud with fluency and expression, using appropriate phrasing, pacing and intonation to indicate understanding</p>	<ul style="list-style-type: none"> ▪ Model expressive reading and modulation of intonation. ▪ Help students build fluency and rate by having them practice reading sentences that cause some difficulty and rereading them until they can do so fluently. Then increase the length of the reading selection and have them practice to time until rate and fluency improve. Time students' reading of these selections to check their rate and fluency. ▪ Use individual reading conferences to give students feedback about their reading, to check their understanding of texts at grade level and to determine their readiness to move on to more challenging texts. Make sure that students are fluent at a particular level before letting them move on to a more challenging level. ▪ Teach students how to use contextual clues to figure out the meaning of a word in context. ▪ Teach students how to use the dictionary to identify roots and affixes derived from Latin and Greek and demonstrate how they can use these to determine the meanings of complex words. 	

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C - Understanding texts: constructing meaning critical reading and thinking; personal response to literature			
C – 1. Constructing meaning: critical reading and thinking	<ol style="list-style-type: none"> 11. use reading strategies learned in earlier grades to help with their understanding of a text 12. identify the main ideas in a text and the information given by the author to support these ideas 13. distinguish between main idea and supporting details in a text 14. use background knowledge and information given in a text to make inferences and draw conclusions about it 15. ask questions of the text and of themselves as they read to help them understand it 16. make predictions about text outcomes based on explicit and implicit information given 17. distinguish between facts and opinions in a text 	<ul style="list-style-type: none"> ▪ Provide adequate guidance for students through explicit teaching of concepts and by modelling strategies for reading comprehension. ▪ Teach students to use strategies for solving problems while reading (e.g. using contextual clues to figure out the meanings of words, rereading phrases, clauses, sentences, sections to make appropriate connections between ideas, using restatements, information given in parenthesis, footnotes and endnotes etc.) ▪ Teach students to use queries while they read to make important connections between text segments. ▪ Model the use of queries and thinking aloud for students during guided reading activities to help them use these strategies productively as aids to comprehension (see TG). ▪ Teach students to use Question and Answer Relationships [QARs] as a strategy for 	<ul style="list-style-type: none"> ▪ Teaching resources that provide clear explanations of strategies that can be used to help students become fluent readers. ▪ Texts at grade level that are manageable for students. A varied selection to cater to slower and gifted students. ▪ Charts, sheets with graphic organisers.

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		<p>answering comprehension questions (see TG).</p> <ul style="list-style-type: none"> ▪ Provide opportunities for students to answer questions about a text during reading. Do not ask questions only at the end of the reading session. ▪ Give students the opportunity to generate questions about a text. ▪ Teach students how to use graphic organisers as a tool in reconstructing information or showing the relationship between main ideas and concepts and related supporting information of these ideas and concepts (see TG). ▪ Provide opportunities for sustained silent independent reading every day. First, provide students with the guidance they need to help them become confident and independent readers then increase their opportunities for independent reading. ▪ Link with oral activity by having students discuss the books that they read. Establish opportunities for sharing in whole class, small and pair groupings. ▪ Link with writing by having students write 	

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		<p>reports about what they have read.</p> <ul style="list-style-type: none"> ▪ Have guided reading sessions to help weaker students tackle problems efficiently during reading. Teach them strategies for problem solving while reading. ▪ Provide opportunities for students to have practice at gaining mastery with one level of text before requiring them to move on to a more challenging level. 	
C – 2. Responding to Literature	<p>18. identify and explain the main features of literary texts such as poetry, fiction, drama and nonfiction</p> <p>19. identify the main events of the plot and discuss the ways in which the actions of characters influence these events and the story outcomes</p> <p>20. discuss the resolution of the plot in relation to the other main events</p> <p>21. identify the nature of the conflict of the plot</p> <p>22. discuss how the actions of characters contribute to the complication of the plot</p>	<ul style="list-style-type: none"> ▪ Help students extend their understanding and appreciation of literature by having them read a variety of books, classics as well as more modern works and selections from other cultures. ▪ Use a story grammar to help students map out the structure of a plot (see Teachers’ Guide). ▪ Help students identify the main events of the plot and list them; have students write down information about each story element; follow with discussion about these, using examples and evidence from the text to support. ▪ Help students to identify and analyse the use and effectiveness of the relevant figures of speech in context. Refer to the literary terms naturally in your discussions with students to 	<ul style="list-style-type: none"> ▪ A wide selection of literary texts: poetry, fiction, non-fiction, and autobiographies. Include selections from other cultures as well. ▪ Picture books with clear illustrations. ▪ Note sheets for students with main story elements (e.g. plot / conflict, character, theme). Pre-printed sheets with the elements to facilitate note making by students. ▪ Graphic with story

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	<p>23. identify and describe the characters in a work of fiction,</p> <p>24. discuss interrelationships among characters</p> <p>25. identify most common figures of speech (e.g. simile, metaphor, personification, hyperbole, onomatopoeia) and talk about their use and effectiveness in the text</p> <p>26. contrast two characters in a work of fiction (appearance, actions, motives etc.)</p> <p>27. identify and discuss the theme of a work</p>	<p>help them increase their familiarity with the literary terms being taught.</p> <ul style="list-style-type: none"> ▪ Have students discuss how the author’s use of common literary devices contributes to the meaning of a work. See glossary for definitions and Teacher’s Guide for suggested teaching activities. ▪ Use graphic organisers, e.g. a Venn diagram to help students organise information about characters for a comparison and contrast activity. Similarities go into the intersection of the diagram and the differences (for each character) go into the other parts of the circles. Link with writing by having students use the diagram to organise two or three paragraphs in which they compare and contrast the characters and discuss their traits. The graphic organiser can be used for comparing and contrasting two books that students have read. ▪ Teach students about the literary devices directly and through use of many examples and by having them read selections in which they occur. ▪ Be sure that they understand what theme is (i.e. the meaning of the story, that simile is the 	<p>grammar.</p> <ul style="list-style-type: none"> ▪ Charts with definitions and examples of literary devices for use as pin-up references. ▪ Useful graphic organisers e.g. sheets with blank Venn diagrams for students’ use in comparison / contrast activities. ▪ A few pre-recorded stories or parts of stories, poems, dramatic monologues or dialogue, scenes from plays. ▪ A few carefully selected videos for viewing, discussion and comparison with printed versions of stories. ▪ (Access to) relevant electronic / technological equipment for listening and viewing (VCR,

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		<p>overt comparison of two unlike things etc.)</p> <ul style="list-style-type: none"> ▪ Use shared and guided reading sessions to draw attention to (and to have students observe) the use of these in context. ▪ Have students discuss the effect the author creates by his / her selection and use of the devices that they encounter in their reading. 	<p>monitor, tape recorder etc.)</p>
C – 3. Vocabulary Building and concept development	<p>28. identify commonly used synonyms and antonyms and discuss their meanings in the literary texts they read</p> <p>29. use root words and affixes to interpret the meaning of complex words they encounter in their reading</p> <p>30. identify roots and affixes derived from Latin and Greek to interpret the meanings of complex words they encounter in the literary materials that they read</p> <p>31. identify and interpret the figurative language / literary devices that they encounter in the materials they read</p>	<ul style="list-style-type: none"> ▪ Link vocabulary work with listening and writing activities (See Section I B.4 above and Section III D-2. below). ▪ Explain what a root is, using examples. Have students find (or provide) examples of words using the same root and discuss with them the meanings of the words and how the roots provide a clue to meaning. ▪ During shared reading of literary material have students find words that are built around common roots and discuss them / their meanings in the text. ▪ Use a graphic organizer (clusters or webs) to show word relationships to a common root. ▪ Encourage students to read a lot more (at home and in spare time in addition to in-class reading) as one of the ways in which they can 	<ul style="list-style-type: none"> ▪ A good dictionary and thesaurus. ▪ Charts with graphic organisers showing word families, roots and appropriate affixes. ▪ Notebooks for use as individual <i>Word Banks</i> and class <i>Word Bank</i>. ▪ Material for making up word games and crossword puzzles.

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		<p>build a good / wide vocabulary.</p> <ul style="list-style-type: none"> ▪ Teach students how to use a dictionary and thesaurus for checking meanings, finding synonyms and antonyms etc. ▪ Encourage ownership of new words learned by engaging students in interesting vocabulary building activities. ▪ Have students continue to use and develop their Word Banks by including new words learned / literary devices encountered, writing down their meanings / definitions and writing sample sentences in which they use the new words. 	
D. Reading and writing connections	32. respond to texts they have read by writing about them in several ways (e.g. reports, skits, stories, poems):	<ul style="list-style-type: none"> ▪ Use the materials students read to help them focus on the characteristics of the text type. Provide opportunities for them to experiment with writing that text type. ▪ Teach students the format of different types of reports (relevant to the grade level and the tasks they are asked to complete), have them read different reports and discuss their characteristics as pre-writing activities for report writing. ▪ Teach the characteristics of different literary texts that students read,. Help students to 	<ul style="list-style-type: none"> ▪ Again, a wide selection of reading materials that exemplify the use of the text types. ▪ All the resources listed in the foregoing sections.

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		<p>discuss these characteristics and develop familiarity with them. Provide opportunities for students to experiment with writing these text types.</p> <ul style="list-style-type: none"> ▪ Link with writing process activities. See Teachers' Guide for suggestions. 	
E. Attitudes and Interest	<p>33. read aloud expository and narrative texts fluently, accurately and with confidence</p> <p>34. engage in sustained, silent, independent reading every day</p> <p>35. view and use books as an important source of information and enjoyment</p> <p>36. use library (and other) resources to search for books of interest</p> <p>37. show willingness to read and to make progress towards reading materials at a higher grade level</p>	<ul style="list-style-type: none"> ▪ Provide opportunities for students to read extensively and nurture students' enjoyment of reading by selecting materials that are interesting and enjoyable for the grade level (see TG for some suggestions). ▪ Engage students in activities that will build their confidence as readers. Help them to gain mastery over the skills at their level and the material at their level before requiring them to go on to a more difficult level. ▪ Organise individual conference sessions with students in which you take running records of their reading periodically to determine their progress and give guidance to weak readers. 	<ul style="list-style-type: none"> ▪ All the resources listed in the foregoing sections.

Notes:

(*) *The Reading/ Language Arts Framework for California Public Schools*. Ca State Board of Education. 1999:119.

WRITING

III. General Outcomes for Writing

By the end of Grade V students should be able to:

1. use sensory and descriptive language to create images in their writing
2. use a range of strategies to plan, organise, write, revise, proofread and edit their writing
3. organise their writing in the most effective way to convey the intended message
4. show mastery of particular text types that they have studied (e.g. narrative, expository - report, summary, notices etc.)
5. show mastery of the structure of the paragraph
6. write compositions comprising multiple paragraphs
7. use Standard English consistently in their writing
8. show ownership of a large repertoire of words and select words carefully to convey their intended meaning
9. use the conventions of written English in their writing
10. show that they have accepted responsibility for learning to spell words correctly.

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III. Writing			
Writing for different purposes			
A – 1. Writing for self / for personal pleasure and enjoyment	<ol style="list-style-type: none"> 1. show mastery over the forms of writing for personal purposes 2. maintain a journal to record ideas for their writing and as a resource for their creative writing 3. fill out forms for different purposes, (e.g. library membership, immigration entry forms) 4. write poems, rhymes, lyrics of original songs 	<ul style="list-style-type: none"> ▪ Use the opportunity of field trips etc. to encourage students to write entries in their journals. Encourage the use of the journal for noting their observations about places, objects etc. and to use these ideas as a resource for writing on assigned topics. ▪ Teach students to develop their personal resources for writing, i.e. using observation, reflection, reading. ▪ Provide opportunities for students to write about topics of interest to them. Allow them to select their topics and to use their journals as resources for personal writing. ▪ Teach the elements of writing description. Select passages that exemplify good descriptive text. <ul style="list-style-type: none"> – Use examples of descriptive text for reading and focusing on the characteristics / features of effective description – Focus on the use of words with sensory appeal in the text; on how the writer establishes a point of view – position(s) from which the observer presents the scene or object) 	<ul style="list-style-type: none"> ▪ Trips / outings /visits to interesting places. ▪ Objects of interest, large pictures depicting interesting scenes and subjects. ▪ Good text selections incorporating description.

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		<ul style="list-style-type: none"> ▪ Ensure that students can identify the characteristics of the text type before setting that text type as a writing task. ▪ Get some samples of forms that students are likely to need to complete, e.g. membership to the local library or to a student club in the school. <ul style="list-style-type: none"> - Discuss the content requirements with students. - Give students an opportunity to analyse the forms – discuss the information that is required - and complete them. - Discuss the relevance / appropriateness of the information they provided on the forms. 	
<p>A – 2 Writing for others –</p> <p>A – 2.1. Writing for chosen audiences and for communication with others</p>	<ol style="list-style-type: none"> 5. write friendly letters of more than one paragraph 6. write formal letters to mark particular occasions 7. write business letters 8. write letters of invitation and request 9. shape their writing for an identifiable audience 10. select the text types best suited to the writing purpose and audience 11. write down clear instructions, directions for others to follow 	<ul style="list-style-type: none"> ▪ Revise the format of friendly, business and formal letters with students. <ul style="list-style-type: none"> - Use samples of well-written letters for reading and discussion. - Teach the students the characteristics of the various types (do not do all types in one lesson but prepare a series of lessons in which you focus on a particular type). Engage students in discussion of the format and content of the examples selected. ▪ Discuss the notion of audience and have students identify the audience for the particular examples used as stimuli. 	<p>Models of well-written letters, notices, posters, flyers etc. for critical reading and discussion</p> <ul style="list-style-type: none"> ▪ Materials for illustrating flyers etc. e.g. art supplies. ▪ Materials for writing – loose-leaf sheets, notebooks etc. ▪ Interesting selections that demonstrate the effective and proper use of the

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	12. write a persuasive letter 13. write material to persuade others, (e.g. posters, flyers, notices, advertisements)	<ul style="list-style-type: none"> ▪ Before asking students to write a particular type, make sure that they understand the characteristics of the type and the requirements of the task. ▪ Link with reading activities. In reading lessons (through varied selections used) introduce students to a variety of text types. Discuss the characteristics of the specific types as they are encountered. <ul style="list-style-type: none"> - Have students read critically to identify and observe the author’s use of specific text features and list them on note sheets. ▪ Raise students’ awareness of the choices of text type available for writing and help them to select the text type that is best suited to their purpose, audience and for conveying the particular message. ▪ Use varied examples of notices, posters, flyers and print ads. (Do not introduce all in one lesson). <ul style="list-style-type: none"> - Have students read the samples critically and discuss the characteristics of each type (language and designs). - Organise small group activities to have students provide information about an event (real or imagined) in which they present the information using the different formats studied. 	features and characteristics of the text types.

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A – 2.2. Writing for school purposes	<p>14. Write multi paragraph compositions</p> <p>15. write persuasive compositions and letters (e.g. present a position and support it with evidence and examples that are relevant)</p> <p>16. write personal responses to literature – e.g. book reports that show an understanding of the work; interpretive comments that show their understanding of the plot of the work, character traits and motives</p> <p>17. write descriptive compositions</p> <ul style="list-style-type: none"> ▪ e.g. descriptions of the characters in literary works ▪ objects ▪ places they have visited ▪ their pets ▪ the setting for a narrative composition <p>18. use a definite pattern – that shows a clear line of thought - in developing their</p>	<ul style="list-style-type: none"> ▪ Provide many opportunities for students to write often on a range of subjects. ▪ Have students use in their writing the text types that they study in reading and which they need for the content areas across the curriculum. ▪ Link writing activities with reading by using the examples of texts selected for reading to teach students the characteristics of the text type; the organisational structure that they will need to write the specific text type. Do not ask students to write a particular text type before they understand (through reading examples / discussion etc.) the characteristics and features of that text type. ▪ Provide many examples of one type of feature before moving on to others. Use shared reading sessions to help students consolidate knowledge. ▪ Teach students the characteristics of good description. Link with vocabulary work and have students select words that have sensory appeal. Use examples of texts that demonstrate proper use of descriptive details. ▪ Select interesting projects and organise students to work in collaborative groups to 	<ul style="list-style-type: none"> ▪ Examples of different text types for critical reading and discussion. ▪ Visuals (e.g. pictures, objects etc) for use as stimuli for descriptive writing. ▪ Note sheets (for different types) that list the features that students need to consider in their writing. ▪ Checklists with information for students’ to check their writing. ▪ Charts with relevant information for pin-up reference. ▪ Material for preparation (and illustration) of final copies of compositions.

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	<p>compositions</p> <p>19. use Standard English in writing their compositions</p>	<p>engage them in doing basic research</p> <ul style="list-style-type: none"> - talking to people who know about the subject; - searching for information in the library and on the electronic media; - writing out, revising, editing and illustrating the project, presenting and displaying the project. <p>▪ Provide models of writing that exemplify well-written stories, descriptions, and expository and persuasive pieces.</p> <ul style="list-style-type: none"> - Use these as stimuli for critical reading, discussion and observation of text features and characteristics. - Present information in a way that makes it clear to students. For example, select and read aloud the example, identify the type, and draw reference to the specific features. - Use copies of the example, read handouts and note sheets with other examples as aids to help students follow. - Help them to build confidence in identifying relevant features in the selections that they read. 	
A- 2.2.1 Writing narratives	<p>20. write narrative composition (a story) consisting of more than one paragraph</p> <p>21. describe a setting for the</p>	<p>▪ Provide models of writing that exemplify well-written stories. Use these as stimuli for critical reading, discussion and observation of text features and characteristics.</p>	<p>▪ Story grammar chart and note sheets to help students focus on elements of story and to use the grammar as a guide in developing their stories.</p>

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	<p>composition</p> <p>22. present a plot with a clear situation and development</p> <p>23. present a good and satisfying ending for the narrative</p> <p>24. present the events of the story by showing (not telling) what happened</p> <p>25. present characters clearly by describing their appearance, mannerisms and actions</p> <p>26. write simple dialogues and use them in narratives to reveal character</p>	<ul style="list-style-type: none"> ▪ Use note sheets that list the characteristics and features students need to pay attention to in writing. ▪ Give students feedback on their writing. Set up periodical conferences in which you discuss a student’s writing and give constructive feedback on it. Show students in concrete ways how they can improve specific areas of weakness. ▪ Provide opportunities for students to share what they have written with classmates and have classmates listen / read critically and give their personal responses. ▪ Prepare appropriate aids to facilitate students’ tasks. For example, prepare a checklist of guiding questions about the features that students are asked to comment on when they are discussing each other’s writing. ▪ Vary ways in which students give feedback. Have them do so orally and in writing. 	<ul style="list-style-type: none"> ▪ A wide variety of stories appropriate to grade level that show clearly the elements of story (e.g. setting, plot, conflict, characters, - motives of characters – resolution). ▪ Examples of students’ own writing.
A -2.2.2. Writing expository compositions	<p>27. write expository compositions consisting of more than one paragraph</p> <p>28. develop coherent paragraphs with clear topic and supporting details</p>	<ul style="list-style-type: none"> ▪ Teach the structure of the expository paragraph. ▪ Have students write a clear topic sentence and develop the paragraph by using relevant supporting details /examples. 	<ul style="list-style-type: none"> ▪ Models of good writing for use as teaching aids to demonstrate features and characteristics of the various text types being taught. ▪ Note sheets and checklists

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	29. write clear directions 30. write reports based on <ul style="list-style-type: none"> - simple experiments they do in the science lesson - conversations or interviews they carry out - on articles or other material that they read 31. write notices, announcements and simple newspaper articles 32. write invitations, recipes and thank you notes and letters 33. write notes based on an oral presentation 34. write telephone and other types of messages 35. organise the information / points in a paragraph in chronological order 36. develop a paragraph using a topic sentence, presenting a main idea and details / evidence to support it 37. use appropriate connectives and subordinating conjunctions to link sentences effectively and to	<ul style="list-style-type: none"> ▪ Have students develop links between paragraphs in a composition by using appropriate transitional words and phrases. Use the chalk / white board to list words that students have used and to help them make the best choices for the context. ▪ Have students develop a composition based on a specific topic. ▪ Have students organise the ideas in successive paragraphs so that the composition is developed logically. ▪ Have students use an outline to develop a composition on a selected topic. Teach them how to prepare the outline first so that they understand the characteristics and sequencing they could use to organise their ideas / points. ▪ Use checklists that indicate the features of the type of exposition the students are working on and to which they refer in checking and revising their writing. ▪ Schedule time for small group and individual conferences with students to discuss their writing. 	<p>that incorporate the features of the text type the students are writing.</p> <ul style="list-style-type: none"> ▪ Graphics like a Venn diagram for students to organise contrasting or similar points for comparing and contrasting characters or for organising the points they will include to develop an expository composition using comparison and contrast.

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	<p>extend the meaning logically from one sentence to the next</p> <p>38. use appropriate transitional expressions to link paragraphs and to develop the ideas clearly from one paragraph to another</p> <p>39. write a clear introductory paragraph that presents the topic and an effective concluding paragraph that summarises the information or closes the composition in an appropriate way</p>		
B. Using process strategies for shaping their writing	<p>40. use process strategies to improve the compositions they have written</p> <p>41. revise, shift / (change) words and sentences to clarify ideas and create text that is coherent and readable</p> <p>42. add or delete as needed to clarify text and organise ideas more effectively</p> <p>43. edit to ensure that the technical aspects of writing are accurate</p>	<ul style="list-style-type: none"> ▪ Model stages of the writing process to demonstrate specific strategies that students should use. ▪ Provide opportunities for pair (and small group) work in which students exchange compositions and read, using a note sheet / checklist of questions as a guide for identifying specific characteristics and for providing feedback. ▪ Link with lessons about technical aspects of writing. Review grammar points as they arise out of students' own writing and the mistakes that they make. ▪ Link with vocabulary and grammar to teach 	<ul style="list-style-type: none"> ▪ Charts that demonstrate the stages of process writing and the tasks involved in each stage. ▪ Checklists with guided questions for students' use during critical of each other's compositions. ▪ Sufficient writing materials to facilitate revision and editing.

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		<p>the appropriate use of transitional expressions, connectives and subordinators.</p> <ul style="list-style-type: none"> ▪ Establish process strategies as an integral part of the writing programme. Teach students strategies for generating ideas, organising their ideas, drafting, revising and editing their compositions. 	
C. Research skills	<p>44. use various resources for locating information that they need for their writing (e.g. the dictionary, other textual features such as end notes, bibliography, glossary)</p> <p>45. use the thesaurus to check for synonyms / alternative words for (creating varied and interesting diction) in their writing</p> <p>46. use the computer to create a simple document</p> <p>47. use the electronic media to research a topic</p> <p>48. use appropriate referencing skills to indicate quotations and sources of information they use in their compositions</p>	<ul style="list-style-type: none"> ▪ Teach students how to use the dictionary to check for specific words and the meanings they require. ▪ Teach students to use the thesaurus to find alternative words for their compositions to create variation and interest. Use examples of text that vary words to avoid repetition of the same word or to avoid generalisations when a specific word would be better in the context. ▪ Allow students to compare the spelling used by the conventions presented in the computer, for example the American system used by Word and the British system. Have them select the appropriate system recommended by the Education system in their country. ▪ Get students to use their <i>Word Banks</i> as a resource for vocabulary selection for their compositions. ▪ Link with information technology (IT) class to 	<ul style="list-style-type: none"> ▪ A good dictionary and thesaurus. ▪ Access to electronic media (e.g. the school IT lab) for finding information. ▪ Access to the (school) library for checking the encyclopaedia and other informational texts. ▪ A list of resource people in the community who are willing to be interviewed by students for collaborative project work.

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		<p>have students learn how to create a simple document using the electronic media.</p> <ul style="list-style-type: none"> ▪ Link with IT class to help them locate information that they need for an informative composition. ▪ Have students work on topics of interest. ▪ Teach students how to make notes using accepted conventions for acknowledging statements that they are quoting from primary materials. 	
D. Technical aspects of writing			
D - 1. Language conventions for writing and speaking	<p>49. use well formed, grammatical sentences in Standard English to express their ideas</p> <p>50. use punctuation marks correctly and in their writing show understanding of: the use of the full stop; capitalisation; common uses of the comma; use of inverted commas to mark dialogue; the semi-colon; the colon</p>	<ul style="list-style-type: none"> ▪ Review the concept of sentence as a complete grammatical unit. Link with students' writing and oral presentations to pull out examples of sentences that are not well formed. Use these in mini-lessons with individual and small groups in which you teach students the elements of the sentence patterns in question. Provide opportunities for them to look for the types of errors identified in their writing and to correct them. ▪ Teach punctuation marks explicitly (in mini-lessons as needed by students or as part of planned programme), and integrate with writing. Focus on particular needs of individual students to provide instruction to 	<ul style="list-style-type: none"> ▪ Examples of well formed, grammatical sentences (of the patterns being taught) from students' work and the reading texts. ▪ Charts with relevant punctuation marks, explanations of their functions with examples for easy reference. ▪ Examples from students' writing for discussion of incorrect elements, revision / correction.

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		<p>small groups and feedback to individuals in conference.</p> <ul style="list-style-type: none"> ▪ Use sentence combining exercises to give students practice in using more complex sentence patterns. 	
D – 2. Vocabulary use and Spelling	<p>51. use words for their denotative and connotative meanings</p> <p>52. select words that are best suited to their purpose for writing and for the intended audience</p> <p>53. spell plural forms of words correctly</p> <p>54. use spelling rules to figure out the correct spelling of words that require changes when suffixes are added [e.g. hope - → hop-ing]</p> <p>55. identify, distinguish between and spell homophones correctly</p> <p>56. distinguish between words that have similar letters but different pronunciation</p>	<ul style="list-style-type: none"> ▪ Link with vocabulary instruction in other parts of this syllabus (e.g see suggestions for instructional standards in the first part of this syllabus as well as suggestions under Section I B.4.) ▪ Teach students to select words carefully for their writing. Present selected synonyms and discuss with students those that are most appropriate to the given context. Integrate with reading instruction and discussion on the author’s use of specific words. ▪ Review concept of <i>connotation</i> and get students to use clusters to show relationships between the denotation of a word and its connotations. ▪ Have students use their <i>Word Banks</i> for recording new words learned and for achieving ownership of these words. Encourage the use of the <i>Word Banks</i>, the thesaurus, the dictionary as resources for selecting concrete, exact words for their writing. 	<ul style="list-style-type: none"> ▪ Reference resources listed previously (e.g. dictionary, thesaurus). ▪ Charts with wordlists / word families, roots and affixes. ▪ Selected resources listed in foregoing sections. See TG for additional suggestions.

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		<ul style="list-style-type: none"> ▪ Teach students strategies for spelling if they are encountering difficulties with spelling. Review suggestions for teaching strategies presented in the Grade III / IV curriculum and see TG for others and suggested procedures. ▪ Have students find (from the text(s) they are reading) words that end in –e and that influence the sounds to be lengthened when pronounced (e.g. <u>hope</u>). Guide students in making a list of these words. <ul style="list-style-type: none"> - Create a list of suffixes that begin with a vowel [e.g. –ing]. Ask students to add the suffix and note the spelling change [hoping]. Have students inspect the list to figure out the rule for the change of spelling. ▪ Review concept of homophone (see some suggestions under Grade 4 curriculum). <ul style="list-style-type: none"> - Write down a list of homophones on the board or on a large sheet of Bristol board (e.g. rain, reign, rein – find other examples for listing). - Discuss the meanings of the words with students, and write down the meanings. - Have a list of selected sentences from reading materials. Write or type them out sentences on individual sheets or have them written out on a large sheet of 	

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		<p>Bristol board or flip chart paper. Omit the homophones from the sentences. Ask students to select from the list the ones that fit in the sentences to make good sense.</p> <ul style="list-style-type: none"> - Extended work: Have students write sentences using the homophones. Have students make entries with examples in their Word Banks. 	
D- 3. Grammar	<p>57. use the parts of speech accurately in their sentences</p> <p>58. recognise the functions of parts of speech that are modified when certain prefixes and suffixes are added</p> <p>59. use possessive pronouns correctly</p>	<ul style="list-style-type: none"> ▪ Teach students to write well-formed sentences in English. ▪ Inspect students' writing to find out the common grammatical errors. Give mini-lessons as needed to groups or go over specific areas with individuals in conferences. Teach concepts to whole class as needed. ▪ Teach the parts of speech carefully. <i>Do not get students to memorise definitions, but help them to understand the functions of the different word classes.</i> Some words change their function depending on how they are used in the sentence. Use examples to help students understand the functions. ▪ Review function of possessive pronouns. <ul style="list-style-type: none"> - Write down some of the pronouns on the board or on a large sheet of paper (put singular and plural / subjective and objective forms in different lists). 	<ul style="list-style-type: none"> ▪ Examples of well-formed sentences and short text that illustrate the correct use of parts of speech being taught. ▪ Clauses written on large strips of paper and cut out squares of paper with connectives and subordinating conjunctions on them for students to create complex and compound sentences by combining simple sentences / and clauses, using appropriate coordinating and subordinating conjunctions. ▪ Selected resources listed in TG.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade V students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
		<ul style="list-style-type: none"> - Do not list all the examples. - Discuss the patterns evident in the examples listed. - Ask students to complete the list. - Do a cloze exercise, removing the possessive pronouns. Provide a list from which students select the correct forms and insert them in the sentences. <ul style="list-style-type: none"> ▪ Integrate the teaching of grammar with writing. Teach the students the grammar forms that give them most difficulty in their writing. Provide opportunities for them to observe the correct use of the particular grammar forms in the texts that they read. Provide good examples of sentences also for teaching the contexts of use. ▪ Continue to use grammar games to create interest. Have students work in teams where possible. Check the Teachers' Guide for some examples of grammar games. 	
E. Attitudes and Interest	<p>60. persevere to complete writing tasks</p> <p>61. revise and reorder sentences for clarity and better organisation</p> <p>62. show resourcefulness in finding information needed for completing selected writing</p>	<ul style="list-style-type: none"> ▪ Provide helpful feedback on students' writing and guide them in their efforts to improve. ▪ Point out the good qualities in students' writing and provide concrete help through explicit teaching to enable them to overcome the weaknesses. ▪ Provide opportunities for students to read their 	<ul style="list-style-type: none"> ▪ All the resources listed in the foregoing sections.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade V students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
	<p>tasks</p> <p>63. discuss their writing with teacher and classmates, accept feedback on their writing and respond to comments made about it in group discussions</p>	<p>completed and revised compositions to the class. Organise so that students can give their personal responses (some feedback) to the reader.</p>	

Assessment

We have recommended that an entry level assessment be done at the beginning of each year to determine whether the students have mastered the standards of the earlier grades. This is recommended at the start of Grade V as well. The entry-level assessment will give teachers a good idea as to the abilities of the students who have been promoted to the grade and the information from the assessment should be used by the teachers to plan instruction and to decide on the grouping patterns they will use to promote interaction for the benefit of all the students. As in earlier grades, teacher may find that some students will need revision of the concepts that were taught in Grade IV in order for them to attain mastery over those. It is important to focus on the particular concepts that need to be re-taught and to schedule special sessions at the start of the year to revise these with students so that they can continue with mainstream activities during the course of the year. All the students will require systematic instruction on new concepts that are to be taught and the tasks given by the teacher will provide information as to whether the students are learning and mastering the concepts. The entry-level assessment is important as it will enable the teacher to have a more accurate idea of where students are with respect to the standards in selected domains, to determine where to begin and how to plan instruction. Not all standards will be tested at entry level. A sample of critical skills in each domains can be selected for testing at entry.

The continuous assessment that is recommended is integrated into the activities on an on-going basis so that the teacher will have the necessary evidence to determine if re-teaching of a concept is necessary and to schedule re-teaching at the earliest opportunity to avoid gaps in the students' learning. Some students will require more attention than others and will need to be monitored closely and given special attention to ensure that they attain the standards of Grade V. In Grade V students are expected to further develop their abilities to use the language they need for school work both orally and in writing. The standards at this level stress this development and focus instructional activities on the building of students' literacy skills in an integrated way. Students are being asked to do more complex and challenging tasks and the instruction they receive has to be systematic and must focus on helping them to acquire the required skills. As in the earlier grades, there will be need for careful monitoring of student performance on the domains that are taught and in addition to the continuous monitoring that is done as part of checking on student performance on task, more formal assessments will have to be given during the course of the year to determine how students are progressing. The ongoing monitoring can involve anecdotal notes taken by the teacher during the reading and writing conferences with individual students, specific evaluation based on the tasks done by the students throughout the year and also discrete tests and quizzes that may be given. In addition, the students should be encouraged to evaluate their own progress and teacher may introduce a log which the students can use for this purpose.

Another strategy that can be used as part of the continuous assessment is the use of the portfolio. Students and teacher select samples of students' work that represents the student's ability at different points in the year. The entire portfolio can be used at the end of the year as part of the final assessment to provide a comprehensive profile of the student. More importantly, however, the portfolio can be referred to by the teacher and the student during the course of the year to discuss the students' progress. Each student should have an individual portfolio in which he / she keeps samples of work from across the curriculum that reflects abilities in writing. A reading log can also serve the same purpose to determine whether students are reading material of a sufficiently wide and varied range, but tests that elicit more pointed responses to indicate understanding of what they read and their ability to overcome misunderstandings in reading will also have to be given. The curriculum includes a range of writing activities all of which can be used as the basis for determining student progress throughout the year.

In addition to the varied ways in which continuous assessment is done during the course of the year, it is necessary to have a final or end-of-year assessment to determine whether students have attained the standards for the grade and which form important building blocks for the work they will be asked to do in Grade VI. This final assessment, as the name implies, will be used to test students' performance on the critical standards of the Grade V syllabus. The school staff and the relevant Ministry of Education can determine the weighting to be given to specific assessments (end-of term; end-of year; and continuous) used. The activities and standards presented in the curriculum should be used as a basis for the assessments to ensure that the assessments are related to the learning that the students are required to do in this grade.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
1. Word recognition	<p>A. Entry level Standards: II. 1. & ii.</p> <p>Entry-level assessment seeks to find out</p> <ol style="list-style-type: none"> 1. whether students can read an expository or narrative text fluently and 2. whether they can apply appropriate word recognition strategies to read multi-syllabic words and words with complex letter clusters. 	<ol style="list-style-type: none"> i. Assessment is for fluency of reading and automatic word recognition. Give students a short extract from an early Grade V text and take a running record while the student is reading to check for fluency and ability to recognise words at level. 	<ul style="list-style-type: none"> • A short expository text from a Grade V text. A selection on a subject of general interest or one from another subject across the curriculum would be appropriate • A short narrative appropriate to grade level 	<ul style="list-style-type: none"> • Based on the results of the entry-level assessment, determine the needs of students and (i) prepare topics for teaching (ii) plan revision of concepts if needed; (iii) consult curriculum to schedule programme.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>B. Monitoring progress</p> <p>Standards: II. 1. i. – iii.</p> <p>2. Monitor progress towards the mastery of the skills indicated in the standards. Assess individual progress every four to six weeks.</p> <p>3. Refer to the Grade IV curriculum for list of strategies that may be needed for revision and consolidation.</p>	<p>ii. Assess fluency by having students read one of the selected texts at level. Individual progress on fluency can be monitored on a regular basis during reading conferences. Intonation and expression (Standard II.1. ii) can be monitored in read aloud class sessions and conferences.</p> <p>iii. Take periodic reading records of fluency and record also ability to recognise words. A comparison can be made between a student’s ability to read a continuous passage and a list of words.</p>	<ul style="list-style-type: none"> • Expository passages appropriate to grade level • Narratives appropriate to grade level • Other literature selections appropriate to grade level • Reading record forms (see Teachers’ Guide) • A reading log for student. 	<ul style="list-style-type: none"> • Instruction is towards the achievement of the standards listed under II. 1. Provide explicit instruction for students who are struggling and also schedule shared reading sessions in small groups. • Schedule individual sessions with students, particularly those who are not fluent and accurate. Use the sessions to teach them strategies systematically. • Schedule time for group and individual reading every day. • Schedule time for discussion of material read every day and check students’ understanding of what is read. • Schedule reading conferences on a regular basis.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>C. Assessing attainment of the standards</p> <p>Standards 1.II, i.& ii.</p> <p>4. Final assessment should determine whether students have achieved i & ii at grade level.</p>	<p>iv. Take a running record of an individual student's reading of an expository and a narrative selection. Selections should be roughly one hundred words. Selection should be from a more complex text (one that is more challenging) than the one used at entry level.</p> <p>v. Assess for accuracy of and fluency in decoding and the ability to self-correct when a mistake has been made.</p> <p>vi. Assess understanding of word meanings in context.</p>	<ul style="list-style-type: none"> • Short selections of narrative and expository text. • Photocopied text selections with space for making notations between lines or blank forms for taking running records (see <i>Teachers' Guide</i>). 	<ul style="list-style-type: none"> • Include notes on each student's fluency, ability to recognise and read words automatically. • Indicate those who may need individualised attention early in Grade VI.
2. Vocabulary, concept development, and word study / analysis	<p>A. Entry level</p> <p>Standards: 2. iv.</p> <p>1. On entry, assess students' ability to use a dictionary to check for the origin of a Word and to distinguish between roots and affixes</p>	<p>i. Use a short expository passage at Grade V level. Select one that has unfamiliar words that the student may not have encountered Have students use the dictionary and check whether student can identify the appropriate meaning based on the context of use in the given text.</p>	<ul style="list-style-type: none"> • A short expository selection. 	<ul style="list-style-type: none"> • Use the entry-level assessment to determine whether students are able to use the dictionary as a resource for finding the appropriate meaning of a word that cannot be determined from the context. • Plan vocabulary instruction during the year to include judicious use of the dictionary as a reference to check word meanings that cannot be determined from context.
	<p>B. Monitoring progress</p>	<p>ii. Students will be working throughout the year to achieve</p>	<ul style="list-style-type: none"> • Varied and interesting literary selections 	<ul style="list-style-type: none"> • The objective of the monitoring assessments is to

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>Standards (2).I. i; II. i – v; IV. i.- iv; V i. iv; V. i. – iv.</p> <p>3. Monitor developing proficiency of students as they work towards mastery of these standards.</p>	<p>the standards in this strand. Activities across all four domains will be useful in helping them to develop vocabulary and to learn about words and their structure. Progress should therefore be monitored on an ongoing basis across all the domains indicated for this strand.</p> <p>iii. Monitor their ability to use information about roots and affixes derived from Latin to determine the meaning of complex words. (use the dictionary as an aid).</p> <p>iv. Monitor their ability to select alternative words to vary use and avoid monotony.</p> <p>v. Monitor vocabulary use in planned oral presentations and in writing.</p>	<ul style="list-style-type: none"> • Expository materials • Narratives • Other text types listed in relevant sections in Learning Outcomes at grade level. 	<p>help students attain the standards and targets set for this strand.</p> <ul style="list-style-type: none"> • Monitor students’ use of learned strategies to understand word meanings in context as well as the use of the dictionary for the purposes indicated in the standards.
	<p>B. Assessing attainment of the standards</p> <p>Standards (2) IV.i. & ii; V.iv</p> <p>4. Final assessment should consider attainment of these standards. . The final assessment of this strand across the domains can be tested in</p>	<p>vii. Assessment of this strand can be done in conjunction with other related strands across the domains. Vocabulary development should be assessed in both oral and written communication using a selection of assessment formats that are appropriate.</p> <p>viii. An oral presentation can be</p>	<ul style="list-style-type: none"> • Selected texts for listening • Varied reading materials from different genres and subjects across the curriculum • Selected oral and written communication tasks designed for 	<ul style="list-style-type: none"> • Assessments of vocabulary use in oral communication should provide an indication of areas to be emphasised early in Grade VI. Students should sustain use of Standard English and use a range of appropriate words in their oral and written presentations. Instruction in Grade VI will build upon the

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>selected listening activities, planned oral presentations and written work.</p> <p>5. Tests set across the domains to include a component of this strand can be of discrete, short answer and free response types.</p>	<p>used to determine students' ability to choose words carefully to convey meaning clearly. This can also be tested in expository or narrative writing.</p>	<p>assessment purposes</p>	<p>skills developed in Grade IV.</p>
<p>3. Comprehension</p>	<p>A. Entry level</p> <p>Standards 3 – I, ii; II, ii, iv & v; III, iii; IV, iii;</p> <p>1. Entry-level assessment is done to determine whether students can read and understand materials at grade level.</p> <p>2. Assessment at this stage will therefore focus on how well students read understand meaning of texts selected for Grade V at a literal and implicit level and whether students can read to find information.</p> <p>3. Assessment will also determine whether students are able to use comprehension strategies</p>	<p>i. Select a short expository passage appropriate to grade level and ask students to read it and answer some questions on it. This will give an indication as to whether they can understand the material at a literal level as well as make some inferences about it. Students may also be asked to summarise the paragraph.</p> <p>ii. Entry-level assessment need not cover all the standards listed across the domains. Judicious selection of one or two areas will suffice to determine whether students understand grade level material.</p>	<ul style="list-style-type: none"> • Reading selections from those scheduled for the early part of the year • A listening text appropriate to grade level 	<ul style="list-style-type: none"> • Entry-level assessment should determine whether students can read and understand grade level materials and whether they are using the comprehension strategies they have learned as they try to understand the text. Indications of gaps in the knowledge of strategies and the inability to repair misunderstandings through the application of appropriate strategies will guide planning for instruction in the first few weeks. • Students who are struggling must be given explicit and systematic instruction at scheduled times to bring them up to level while the reading programme at grade level continues. Struggling

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>learned in earlier Grades to understand what they read.</p>			<p>readers also participate in work at grade level but time is scheduled to address their special needs in small group and individual intervention sessions in which the specific areas of weakness are addressed.</p>
	<p>B. Monitoring progress</p> <p>Standards 3 – I, i. & ii; II i.-vi; III, ii & iii; IV, all listed; V,i. & ii; VI, i. & ii.</p> <p>4. Throughout the year student progress on these standards is monitored on an ongoing basis. The objective of instruction is to enable students to attain these standards and become proficient readers of materials at grade level.</p> <p>5. The standards cut across all the domains (listening, reading, viewing, speaking, reading and writing). Understanding must be monitored on an ongoing basis across these domains through the various activities and tasks set on a weekly</p>	<p>iii. Monitoring of student progress is continuous and will involve keeping records of student performance in different formats. Students’ writing about what they read will give an indication of their understanding of the material. Longer responses as well as short answers to specific questions should also be used in assessing students’ understanding.</p> <p>iv. Specific testing of selected standards can be scheduled at appropriate times throughout the year as agreed upon by the School or Ministry of Education. While these tests will give some indication as to how well students have mastered specific standards, the results should also be used to plan further instruction and to help students acquire any knowledge and skills they may be lacking. These will be important preparatory activities</p>	<ul style="list-style-type: none"> • Since monitoring is continuous, the full range of materials and resources used in Grade V can be utilised to monitor student progress throughout the year. • Use of a reading log for each student will help to keep track of what they are reading and how they managed the text. 	<ul style="list-style-type: none"> • Monitoring should give an indication of student progress towards attainment of the standards. Instruction is planned to ensure that students master the required skills and acquire the standards for Grade V.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>basis. Integrating activities will facilitate monitoring of the strands across the domains. Close checking of student performance on the tasks set will provide an indication of how they are performing on each strand across the domains.</p> <p>6. Specific assessment of selected standards can be scheduled every four to six weeks.</p>	<p>before the final assessment at this grade.</p> <p>v. As a rule of thumb, the reading conferences (in small groups and with individuals) will give an idea of whether the students are fluent and whether they understand what they read.</p>		
	<p>C. Assessing attainment of the standards</p> <p>End of year assessment</p> <p>Standards: 3 – I, ii;II, iv & v; III,iii; IV, i,ii & iii; V, i. & ii;VI, ii.</p> <p>7. Final assessment is to determine student attainment of the standards and mastery of requisite skills in all the domains for this strand at grade level. Assessment must sample critical skill areas and it may include those that had not been assessed specifically during the course of the</p>	<p>vi. Different test formats for the final assessment, including discrete, multiple choice tests as well as short answer tests, summary and paraphrase may be used.</p> <p>vii. Assess comprehension in different strands across the domains as set out in the standards. Select those standards that are critical for this grade level (see suggested standards in second column under C).</p> <p>viii. Assess the ability to identify the main points made in an oral presentation.</p>	<ul style="list-style-type: none"> • A varied selection of expository materials appropriate to grade level (see Outcomes document). 	<ul style="list-style-type: none"> • Information gathered about student performance from the continuous assessment or monitoring activities done during the course of the year must be included with test scores of final assessment in preparing final evaluation and student profile for teacher of Grade VI.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>year.</p> <p>8. Assessment needs to determine whether students understand materials at grade level as well as the ability to read for different purposes.</p>	<p>ii. Assess ability to answer questions at the literal level, to make inferences and draw valid conclusions about a text at grade level.</p>		
<p>4 Features and analysis of Expository / informational materials</p>	<p>A. Entry Level</p> <p>Standards: 4 – I, i, ii, iv, vi; II, ii, iv & v; III, i. IV. ii; V. iii, & v.</p> <p>1. These are minimum standards at entry to Grade V. The standards listed sample important skills across the domains. Assessment activities can selectively sample the skill areas indicated across these domains (see suggested standards above).</p>	<p>Review information on students provided by the teacher from Grade IV and use these as a basis to determine the areas to be tested at entry-level in Grade V. The standards in the second column indicate key abilities that students entering Grade V should have, and entry-level assessment can be designed around these.</p>	<ul style="list-style-type: none"> Expository selections appropriate to grade level. These should be selected from texts scheduled for use during the first part of Term 1. 	<ul style="list-style-type: none"> The standards listed under 4 (see chart of <i>Standards and Attainment Targets</i>, relevant pages in series 6 through 14) are those towards which students are progressing throughout the year. Plan instruction to facilitate their attainment of these standards.
	<p>B. Monitoring progress</p> <p>Standards: 4. I – all listed; II, all listed; III, all listed; IV, all listed; V, all standards listed; VI, i. & ii.</p> <p>2. These are the standards which students should attain by the end of Grade V. Their developing</p>	<p>ii. Monitoring of the standards indicated should be done on an on-going basis throughout the year. The tasks and activities that students are asked to do on a regular basis will give an indication as to whether they are moving towards mastery of the requisite skills. Specific assessment of selected standards should be scheduled for particular times during the</p>	<ul style="list-style-type: none"> Listening texts appropriate to grade level. <p>14</p> <ul style="list-style-type: none"> Expository paragraphs and informational reading selections on general topics of interest and subjects across the curriculum. Material that includes charts and 	<ul style="list-style-type: none"> Instruction should be designed to ensure that students master the requisite skills. Regular monitoring will indicate student progress towards attainment of the standards. The instructional activities can be integrated to give students an insight into the relatedness of the domains.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>proficiency in these areas should be monitored on an on-going basis. Specific assessment exercises can be scheduled every six weeks.</p>	<p>year as determined by the Grade V teachers, the School or the Ministry of Education. The emphasis here is on teaching and motivating students to attain the standards for the grade. Formal testing should be scheduled judiciously and at specified times throughout the year.</p>	<p>diagrams (appropriate to level) should also be included as part of the material to be used.</p>	
	<p>C. Assessing attainment of the standards.</p> <p>End of year assessment</p> <p>Standards: 4 – I, All listed; II, All listed; III, i. and ii; IV, All listed; V, All listed; VI, i.</p> <p>3. These are the standards that students must have attained by the end of Grade V. Students’ proficiency in the standards listed above should be assessed in term tests and at the end of the year. The assessments should sample selected standards at different times. Not all the standards may (or should) be included in one assessment.</p>	<p>iii. Standards listed under Section 4 (see chart for <i>Standards and Attainment Targets</i>) for all the domains are important for the development of cognitive academic language proficiency. Acquisition of the requisite skills and progress towards these standards should be assessed. The assessment of selected skills can be done in conjunction with other relevant areas of the language arts as appropriate.</p>	<ul style="list-style-type: none"> • Expository paragraphs from content areas across the curriculum. • Expository selections on topics of general information, of interest and appropriate to grade level. 	<ul style="list-style-type: none"> • The results of the final assessment as well as significant notes from monitoring activities and samples of students’ writing (e.g. from the portfolio) must be made available to the teacher of Grade VI before the start of the next academic year.
<p>5. Features of narrative text and other types of</p>	<p>A. Entry-level assessment</p>	<p>i. Assess students’ ability to write a story with multiple</p>	<ul style="list-style-type: none"> • Narrative selections from the different genres listed 	<ul style="list-style-type: none"> • Information derived from entry-level assessment of this

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
literature and Responding to literature	Standards - I. i.; II.i., ii. & v; V. 5 ii. and iii. 1. These are the minimum standards for entry to Grade V. Entry- level assessment should determine whether students have mastered the skill areas represented in the standards indicated.	paragraphs. ii. Assess students' ability to include a plot – a conflict in the story.	in the Outcomes for this grade level • Other literary selections appropriate to level	strand should be used to plan instruction for students' reading of narratives of different genres (e.g., legends, folk tales, and adventure stories, science fiction appropriate to level) and other types of literature appropriate to grade level.
	B. Monitoring progress Standards 5 – I, i., II All listed; IV. i.V All listed VI, ii. 2. These standards should all be monitored throughout the year.	iv. Ongoing monitoring of the standards listed for Reading, Speaking and Writing can be monitored in the context of students' response to literature under standards listed at Section 5.	• Narratives from different genres • Other literature selections appropriate to grade level	
	C. Assessing attainment of the standards End of year assessment Standards 5 – I, ii; II, iii, iv, vi & vii; III, i., IV, i., and iii; V, i., and iii. 3. The standards listed for this strand can be sampled and tested formally. Some will have been assessed on an ongoing basis during the year. The final should focus on selected critical	v. Assessment of skills can be sampled from those listed for the analysis of literature and responding to literature strands. Areas not tested formally during the year should be sampled in the final assessment. vi. The final assessment should focus on the standards indicated for these strands.	• Narratives from different genres • Other types of literature	• Test scores, from the end of year assessment as well as selected results from continuous assessment done throughout the year should be factored into the final evaluation of student performance to be submitted to the Grade VI teacher.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	standards (see suggestions above).			
6. Writing	<p>A. Entry level</p> <p>Standards: 6.- V. – iii, v, vi,vii.</p> <ol style="list-style-type: none"> 1. These are the minimal standards that students should have attained on entry to Grade V. 2. Assess students’ ability to write complete, clear and coherent sentences. 3. Assess students’ ability to write a composition with multiple paragraphs. 4. Assess students’ ability to write a friendly letter. 	<p>i. Some writing options can be given for the entry-level assessment, but it is important to assess student ability to write and organise a few paragraphs around a central idea.</p>	<ul style="list-style-type: none"> • Writing materials • Appropriate and interesting topics for writing 	<ul style="list-style-type: none"> • The information from this assessment should guide instruction. Begin where the students are and plan a programme to help them acquire the skills indicated in the standards for this domain.
	<p>B. Monitoring progress</p> <p>Standards: 6 - III, i. & ii; IV, i., & ii; V all listed</p> <ol style="list-style-type: none"> 4. Student progress in achieving these standards must be carefully monitored throughout the year. A more formal assessment of selected standards and specific skill areas can be given 	<p>ii. Monitor on a regular basis students’ use of writing process approaches to revise and improve their writing.</p> <p>iii. Continue to monitor students’ progress in using different patterns for organising expository paragraphs (see standards). Monitor also their ability to write letters of the types indicated in the curriculum.</p>	<ul style="list-style-type: none"> • Use the portfolio as a tool to determine students’ progress in writing throughout the year. This will also give students an idea of how they are performing on the various writing tasks that are being taught in the grade. 	<ul style="list-style-type: none"> • Examination and discussion of students’ work every week will give an indication of their progress in writing. • Regular use of process approach strategies should form part of instruction on writing and will help students achieve goals and confidence as writers.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	periodically. C. Assessing attainment of the standards. End of year assessment Standards - 6. V- All listed. 5. Students must have attained these standards by the end of Grade V. Final assessment should sample and test critical standards across domains in this strand.	iv. Final assessment should focus on critical standards. Selected items from those listed can be tested. On-going assessment will also have given an indication of writing improvement over time. The writing portfolio should also be used as part of the final assessment. The weighting of the various components of assessment (continuous and final) can be determined beforehand, at the start of the year. All the assessments used be considered in constructing the student profile for admission to Grade VI.	i. Refer to the <i>Teachers' Guide</i> and Learning Outcomes document for suggested resources.	<ul style="list-style-type: none"> Results of the formal assessments as well as notes made from observations and tasks given during the year must be made available to the teacher of Grade VI.
7. Research	A. Entry Level Standards: 7 - V. i. 1. Entry level assessment for this strand focuses on students' ability to write summary notes based on information read. Either of the other two standards listed may also be used appropriately in an entry level assessment, using a specific task.	<p>i. Students can be given a short writing task and asked to select some alternative words for some that they have used from the thesaurus. Their selections will have to be appropriate within the context.</p> <p>ii. Students can be asked to read and encyclopaedia entry or to search a specific topic on the Internet (pre-selected by teacher) and to write notes <i>in their own words</i> to reflect the important points.</p>	<ul style="list-style-type: none"> Appropriate print reference materials Access to the Internet in the computer lab. 	<ul style="list-style-type: none"> Instruction will focus on helping students to use print and electronic resources for finding information and for using these resources as aids in their writing.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>B. Monitoring progress</p> <p>Standards II. 7. i. – iv; V. 7. i. – iii; VI. 7. i.</p>	<p>iii. Much of the material to be covered in this strand may be new to some students. Instruction throughout the year must focus on helping them to use both print and electronic resources to access reference materials and to document their references appropriately, using acceptable punctuation.</p>	<ul style="list-style-type: none"> • Print reference materials, other electronic resources • Computer access 	<ul style="list-style-type: none"> • Instruction will focus on helping students become familiar with basic computer concepts and citation of references appropriate to grade level. Students will have opportunities throughout the year to use the resources indicated to locate information and also to input and format text on a computer.
	<p>C. Assessing attainment of the standards</p> <p>Standards: 7. – II, All listed; V, i., & iii. VI, ii.</p> <p>These standards can be sampled for the final assessment.</p>	<p>iii. The standards listed under Section 7 should be sampled to test students’ mastery of critical skills in this strand.</p>	<ul style="list-style-type: none"> • Print and electronic resources appropriate to grade level 	
<p>8. Conventions of written (and oral) English</p>	<p>A. Entry Level assessment</p> <p>Standards: 8 - I, i., IV. i. & ii; V. ii...</p> <p>A. (Grammar) 8 A II, ii; IV.i. & ii; V. All listed.</p> <p>B. (Sentence structure) 8B - . II, All listed . V. All listed.</p> <p>C. (Punctuation) 8 C - V. All listed.</p> <p>1. These are the minimum</p>	<p>i. The standards listed can be assessed in students’ use of spoken and written work. The longer writing extracts can be used to assess knowledge and appropriate use of the conventions listed.</p>	<p>i. A planned oral presentation based on an experience or event.</p> <p>ii. An expository or narrative composition; or a friendly letter; or a persuasive letter.</p>	<ul style="list-style-type: none"> • The use of Standard English for school purposes is an important standard which students continue to work on in Grade V and beyond. Students will receive guidance in this strand through feedback given to them based on their writing and planned oral presentations. They will be exposed to good models of language in the teacher’s speech as well as the materials that they read and listened to every day. • The emphasis of instruction will be on helping students to

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	standards to be assessed on entry to Grade V.			achieve correct and acceptable usage in the context of feedback given to them on their writing and speaking.
	<p>B. Monitoring progress</p> <p>2. Standards: All those listed under Section 8 need to be monitored on a regular basis in students' oral and written communication. These are the standards they need to attain by the end of Grade V.</p>	<p>ii. Students' use of the conventions of oral and written English should be monitored on an ongoing basis throughout the year through the oral and written tasks that are assigned on a regular basis.</p> <p>iii. Evaluations of students' planned oral presentations and the use of portfolios for written work will provide a basis for checking student performance. Formal tests can be scheduled periodically, but knowledge of grammar is best assessed within the context of students' usage in their speaking and writing.</p>	<ul style="list-style-type: none"> • Refer to the Learning Outcomes document and the <i>Teachers' Guide</i> for suggested activities. 	<ul style="list-style-type: none"> • Instruction on grammar should be done in the context of the students' writing and speaking. At this stage, students' awareness is heightened about what is correct usage, and they focus more specifically on grammar points taught in short lessons. • Short grammar lessons to teach specific points. • Activities and strategies for spelling should be planned on the basis of need as determined from monitoring.
	<p>C. Assessing attainment of the standards.</p> <p>3. Standards listed under Section 8 A through C should be tested within the context of oral and written communication.</p> <p>4. Students should have attained these standards by the end of Grade V.</p>	<p>iv. Assess students' mastery of the skills indicated in the context of their planned oral presentations and in their writing.</p> <p>v. Assess these in sustained writing, but an occasional spelling quiz can be scheduled approximately every four to six weeks.</p>	<ul style="list-style-type: none"> • Spelling and grammar games • Structured writing task sheets • Samples of students' writing 	<ul style="list-style-type: none"> • The results from writing assessment and portfolio work as well as notes from monitoring should be sent forward to the teacher of Grade VI.

Curriculum for Grade VI

(Age 11 – 12)

To the teacher of Grade VI

In Grade VI students will focus on extending the skills that they learned in Grade V. They increasingly apply the strategies they have learned as readers to enable them to use reading to learn. They need to continue to develop skills for fluency and accuracy in reading so that they can understand and interpret what they read and demonstrate these abilities in their discussions, writing and comments about the materials that they read. Teachers must still provide them with opportunities in class to read aloud with expression, using appropriate pace and intonation. Reading instruction in the sixth grade helps students focus more on explaining and analysing what they have read as well as presenting critiques of the material both orally and in writing. Students also increase their ability to evaluate expository material and critique literary selections. The reading selections in the language arts are more advanced than those to which students were exposed in the fifth grade and material from other content areas across the curriculum, which are also more advanced at this grade, will provide students with the opportunity to explain, evaluate, define and critique more complex text, work on tasks that require them to show their understanding of what they have read and make both oral and written presentations about the material.

Students in Grade VI continue to work on all the domains in the language arts, showing increased ability in reading comprehension, responding to and analysing literary material, building new vocabulary from their engagement with texts in the language arts as well as from other subjects across the curriculum. Writing instruction helps students to focus on using the writing strategies they have learned in the previous grades and to implement process strategies to generate, develop, revise and edit their compositions and other writing in all areas. The writing programme also builds on the developmental work done in grades IV and V to help students become more familiar with the characteristics of texts in different genres and to help them enhance their abilities to write in those genres, using the relevant characteristics to good effect. The language arts programme continues to require students to make oral presentations about a variety of topics and to build their confidence as speakers who can articulate their points and enunciate clearly.

The ideal situation is that by the time children get to Grade VI they will have mastered the standards set out for Grade V and will be working towards improving their abilities in the various domains. Unfortunately, the reality is that many children fall behind for various reasons so that when they get to Grade VI they have not acquired the skills that will allow them to function efficiently on tasks at grade level. Provision has to be made for those students who have not attained the requisite standards so that they can catch up at the earliest opportunity. This means that arrangements must be made for them to receive special instruction in reading and writing to enable them to work at grade level. Opportunities for individual work with the teacher, working with fellow students in pairs and in small groups on carefully structured tasks will maximise their opportunities to learn. The teacher must therefore have a clear idea of what each student can do when he / she enters Grade VI at the start of the school year. An entry-level assessment will enable the teacher to determine the students' level of proficiency in the various domains and to tailor instruction for those who do not have the entry level skills. These students should receive systematic instruction in the required areas to help them build on those skills and

make it possible for them to participate in mainstream activities with confidence. The Grade VI student will be expected to build on the capabilities developed in Grade V and demonstrate the ability to

- read materials at grade level fluently and accurately
- show understanding of what they read
- identify, explain, analyse the materials they read
- respond to and critique the literature they read
- write in different genres and use the characteristics of these genres appropriately
- use process writing strategies to generate and develop ideas for their compositions and to revise and edit these
- speak clearly and make oral presentations that are clear, well developed and interesting
- listen critically to oral presentations and respond appropriately
- use the conventions of English in oral and written presentations
- show an awareness of the different language varieties they may encounter in narratives and in oral presentations.

The standards listed for the language arts strands in Grade VI will require students to demonstrate these general abilities. As in Grade V, students must be given the opportunity to read a great deal during the hours at school and they should be encouraged to read at home as well. This is important if they are going to develop a rich vocabulary.

As students will be preparing for their promotional examinations to Secondary School in the sixth grade, the home school programmes that were recommended for Grades IV and V should be continued to help students gain confidence as readers and writers.

As teachers of Grade VI, we must be familiar with the standards for the grade and use a range of methods to help our students learn. We must engage students by presenting information in different ways and allowing them to become engaged through listening, reading, writing and representing. In other words, we need to cater to the different learning styles of our students to help their conceptual development and also help them achieve ownership of what they learn. In the sixth grade students become more responsible and independent learners with our guidance and support. A review of the points listed at the end of the corresponding section of the Grade V curriculum will serve as reminders of the important points we need to be aware of to help our Grade VI students.

Standards and attainment targets – Grade VI

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
1. Word recognition	i. Listen to literary selections to identify the use of words for their figurative meanings.	i. Identify frequently used foreign words in selections they read. ii. Show that they understand the difference in the connotations of words they encounter in their reading and explain the differences (e.g. gentle, calm).		i. Incorporate the new words they learn in their oral presentations and discussions. ii. Select and use words for their shades of meaning in their oral presentations.	i. Show that they understand new words learned by using them in their compositions. ii. Use words for their exact meanings and also for their connotative differences in their compositions.	
2. Vocabulary, concept development and word study / analysis	i. Listen to determine the difference in meanings of words used connotatively. ii. Recognise and identify words used figuratively in literary selections.	i. Explain the use of metaphors and other figurative words in texts appropriate to grade level. ii. Identify frequently used foreign words in the selections that they read. iii. Continue to use the strategies learned in earlier grades to identify new words (e.g. syllabication, phonics etc.).		i. Choose words carefully to give a clear, accurate and well planned oral presentation. ii. Use words for their figurative meanings (as appropriate) in oral presentations.	i. Use new words learned to convey the intended meaning in writing. ii. Use a thesaurus to determine differences in meanings of related words. iii. Vary use of words in writing for clarity, exactness and interest.	i. Use words for effect in making a presentation.
3. Comprehension	i. Listen to various	i. Read different types of	i. Interpret the facial	i. Listen to an oral	i. Write summaries of	i. Re-present the

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<p>selections, e.g. news broadcasts, speeches, to identify bias, determine and explain the points used to persuade.</p> <p>ii. Listen to identify the main point in an expository selection.</p> <p>iii. Listen to determine the chronology of events in an account.</p>	<p>texts to determine their characteristics and to explain these.</p> <p>ii. Read selections from newspapers (editorials, lead articles), magazines and web-based materials to understand the main focus and to identify instances of bias.</p> <p>iii. Identify the main ideas in an expository selection and determine the subordinate ideas presented to support the main point.</p> <p>iv. Distinguish between relevant and irrelevant examples presented in an informational selection.</p> <p>v. Use various comprehension strategies to overcome misunderstandings during reading.</p>	<p>expressions, and gestures of a speaker to make inferences about the speaker's attitude.</p> <p>ii. View selected media presentations appropriate to grade level (e.g. ads, speeches, news items) to assess their content.</p>	<p>presentation to present a summary of the main points given.</p> <p>ii. Use appropriate information and details to support the points made in an oral presentation.</p> <p>iii. Give an oral summary of a passage.</p> <p>iv. Discuss the motives of characters in a story they have read.</p>	<p>informational and other expository selections they have read to show understanding of these selections.</p> <p>ii. Write a paraphrase of a short expository text to show an understanding of it.</p> <p>iii. Prepare an outline of short informational and expository selections to show an understanding of the structure of the text.</p> <p>iv. Write a report of a simple experiment to show understanding of the process used and the results presented.</p>	<p>information in a paragraph in the form of a chart or a Table or a Diagram (text selection must be appropriate for this exercise).</p> <p>.</p>

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		vi. Read expository and other examples of informational text to determine their characteristics. vii. Identify the types of organisation of information text: definition, cause and effect, comparison and contrast; chronological ordering etc. viii. Identify the plot and other parts of narratives. ix. Explain the structure of narrative and expository text selections.				
4. Features and analysis of expository / informational materials	i. Listen to a news broadcast to summarise the main events presented. ii. Listen to an oral presentation to identify the main points presented	i. Distinguish between the features of different types of informational materials such as newspapers and magazines.	i. View two newscasts presented on TV to compare the information to evaluate the differences in presentation and identify any instances of slanting or bias.	i. Prepare oral presentations using the patterns of organisation for expository text they have studied. ii. Present an oral summary of a report or a speech	i. Write compositions of multiple paragraphs to explain a process or give a chronological account of an event.	i. Re-present directions given in a paragraph in the form of a simple map. ii. Interpret information presented in a Table or a chart

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<p>and to assess the relevance of the supporting information.</p> <p>iii. Listen to a broadcast or presentation to identify instances of bias.</p> <p>iv. Listen to an oral presentation to identify the tone and emotion of the speaker.</p>	<p>ii. Read expository text selections that use different types of organisation such as chronological presentation of points, cause and effect, comparison and contrast and note the characteristics of the different patterns of organisation.</p> <p>iii. Read selections from different sources, e.g. newspapers, magazines, presentations on the web to identify the main ideas presented and to assess the relevance / relationship of the points presented as evidence to support these ideas.</p> <p>iv. Read an expository selection to determine whether the author presents adequate evidence to support the conclusions s/she</p>		<p>listened to.</p> <p>iii. Shape an oral presentation on a topic for a particular audience.</p> <p>iv. Modulate voice, and tone to stress important points in an oral presentation.</p>	<p>ii. Write a paragraph using one of the organisation strategies for exposition (e.g. comparison and contrast).</p> <p>iii. Write a expository composition, using an organisational pattern appropriate to the topic.</p> <p>iv. Develop an expository composition and present appropriate evidence: facts, examples from reference sources to support.</p> <p>v. Use proper citation to indicate the source of information referred to in an informational composition.</p>	<p>and present it in a paragraph.</p>

Domains → Strands ↓	Receptive Competence			Productive Competence		
	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
		draws.				
5. Features of narrative text and other types of literature and responding to literature	<p>i. Identify the genre / type of literature selections listened to and explain the differences.</p> <p>ii. Listen to a story and describe the main events of the plot; the traits of the main character; the motives of characters.</p>	<p>i. Read a wide and varied range of literature appropriate to grade level.</p> <p>ii. Identify the main events in a plot.</p> <p>iii. Explain how the actions of the main characters contribute to the development and outcome of a plot.</p> <p>iv. Determine the motives of characters in a story.</p> <p>v. Compare and contrast characters.</p> <p>vi. Identify different types of fiction: folk tales, fables, science fiction and describe the main features of each type.</p> <p>vii. Read biographies and autobiographies of important Caribbean and world figures.</p>		<p>i. Present an oral report of a story read or seen in a movie.</p> <p>ii. Present oral responses to literature (e.g. poetry, stories) and answer questions about the characteristics (e.g. theme, character, plot, rhyme).</p> <p>iii. Make a presentation to show understanding of (a) the motives of characters; (b) the moral of a story; / (c) the theme of a story or poem (d) the plot of a story.</p> <p>iv. Describe the characteristics of different genres, e.g. poetry, fiction and drama.</p>	<p>i. Use appropriate literary terms to refer to elements of narratives in writing about them (e.g. plot, character, setting, motive).</p> <p>ii. Write a story based on an imagined or real experience.</p> <p>iii. Write a story with multiple paragraphs.</p> <p>iv. Develop a clear plot line and an appropriate ending to the story.</p> <p>v. Write a report of a story to show understanding of it.</p> <p>vi. Write a short report to explain how the tone, rhyme and figurative language of a poem contribute to its meaning.</p>	<p>i. Represent a scene from a story or a character in art form.</p> <p>ii. Prepare an illustration for a book cover for a familiar / favourite story.</p> <p>iii. Prepare a scene based on a story read and role play to present the characters and conflict.</p>

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		<p>vii. Explain the main characteristics of fiction and a biography / autobiography.</p> <p>viii. Describe the main characteristics of literary genres: poetry, short story, drama etc.</p> <p>ix. Distinguish between first and third person point of view in narratives.</p> <p>x. Identify the speaker of a narrative.</p> <p>xi. Identify the persona of a poem.</p>			<p>vii. Write a short response to describe the difference types of fiction and present their characteristics.</p>	
6. Writing	<p>i. Listen to examples of different genres of literature including stories, songs and poetry and identify their main characteristics.</p>	<p>i. Read literature written in different genres and identify the differences between each type.</p> <p>ii. Read excerpts from newspapers and magazines: the editorial, articles, letters to the editor.</p>	<p>i. Continue to respond to stories viewed by writing, e.g. (a) summary of the story, (b) description of the characters, and character traits; (c) explanation of the plot and its resolution.</p>	<p>i. Present compositions and respond to questions classmates ask about them.</p> <p>ii. Present responses to the compositions presented by classmates.</p>	<p>i. Write different types of compositions: narratives, expository, of many paragraphs.</p> <p>ii. Use the writing strategies learned to generate ideas and develop compositions.</p>	

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		<p>iii. Read selections from the comics to assess the humour.</p> <p>iv. Read and interpret notices, announcements and other informational pieces.</p>	<p>ii. Use library resources and the electronic media to find information for reports.</p>	<p>iii. Deliver a story they have written, taking care to present the setting, the plot, characters and a satisfactory outcome.</p> <p>iv. Use expression: tone, pitch, and modulate voice appropriately in oral presentations.</p>	<p>iii. Select an appropriate pattern of organisation (from those learned) to develop a composition.</p> <p>iv. Write a story taking care to present a setting, characters, plot and a resolution of the conflict.</p> <p>v. Choose an appropriate form of writing that is best suited to the topic.</p> <p>vi. Shape a composition with an audience in mind.</p> <p>vii. Practice writing different types of letters: friendly letters, letters of invitation, complaint and persuasive letters.</p>	

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
					v. Write a book report on a selected text on the curriculum or any other book they have read. vi. Write simple notices, announcements and thank you notes. vii. Continue to use process strategies to develop and revise writing. viii. Use questions to frame a short research report on a topical issue. ix. Develop expository paragraphs using one of the forms of organisation learned (e.g. comparison and contrast, framing from a key question, presenting points in order of increasing importance etc.). x. Revise writing	

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
					carefully to check for (i) development of ideas within and across paragraphs, (ii) Relevance of supporting information presented, (iii) order of ideas presented, (iv) consistency across paragraphs, (v) use of appropriate words.	
7. Research		<ul style="list-style-type: none"> i. Access information from different sources, e.g., print and electronic media, the Internet. ii. Use a dictionary, thesaurus as an aid in writing. iii. Use an encyclopaedia and other reference texts to find information. iv. Use the computer to conduct searches for information on selected topics. 			<ul style="list-style-type: none"> i. Write notes based on information read. ii. Use the thesaurus to find appropriate alternative words for use in writing and oral presentations. iii. Use computer support to format a paper or a report. iv. Cite all sources of information used in a composition. v. Use the computer 	<ul style="list-style-type: none"> iii. Use the computer to type a short composition. iv. Use technological support to enhance simple documents.

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓					to learn basic formatting skills for formatting a paper.	
8. Conventions of oral and written language	i. Distinguish between sentences that are spoken in Standard English, Creole and other Creole-influenced vernaculars (CIV).	i. Distinguish between Standard English and the use of Creole or Creole-Influenced-Vernaculars (CIV) in (the dialogues of) narratives and explain the author's use. ii. Read over compositions to check for instances of mixture of English and Creole or CIV.		i. Use the conventions of English in oral presentations.	i. Use the conventions of English in writing. ii. Write English sentences that are well formed. iii. Vary sentence structure (simple, complex, compound) to create interest and effectiveness in writing. iv. Vary use of words to create interest (avoid using one word or a limited set of words over and over). v. Use the thesaurus to check selections of words and to vary use for connotations.	i. Use language varieties (Standard English, Creole, CIV) <i>appropriately – to represent authentic character, situation and context - in role-plays based on selections read.</i>
A. Grammar		i. Read over writing to correct errors of subject-verb		ii. Check oral presentations to for correct subject /	i. Write sentences in which the parts of speech are used	

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
		<p>agreement as well as errors with verbs and pronouns that are misused.</p> <p>ii. Read over writing to check for correctness of usage of: verbs, pronouns and coordinating conjunctions.</p>		<p>verb agreement, agreement of pronouns with their antecedents, appropriate use of coordinating conjunctions.</p>	<p>correctly.</p> <p>ii. Use verbs, pronouns and coordinating conjunctions correctly in writing.</p> <p>iii. Use appropriate tenses to report and be consistent.</p> <p>iv. Check writing for frequently misused words in context (they / they're / their / there; then/than).</p>	
B. Sentence structure		<p>vi. Read over writing to check for completeness and clarity of sentences.</p> <p>vii. Read over writing to check for sustained use of English.</p> <p>viii. Distinguish between Standard English, sentences and Creole structures.</p> <p>ix. Use Standard English for writing regular assignments.</p>		<p>i. Use complete, clear and well-formed utterances (spoken sentences) in making an oral presentation.</p>	<p>i. Write complete, coherent and well-formed sentences.</p> <p>ii. Use regular and irregular verbs correctly in sentences.</p> <p>iii. Use appropriate coordinating conjunctions to link clauses.</p> <p>iv. Use appropriate transition words and phrases</p>	

	Receptive Competence			Productive Competence		
Domains →	I. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
					between paragraphs. v. Revise writing to correct mistakes in word order and sentence formation.	
C. Punctuation					i. Use quotation marks to indicate words actually spoken by characters or for direct quotations. iii. Use capital letters correctly.	

Instructional Standards – Grade VI

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
1. Decoding and word recognition	<p>In Grade VI students are preparing for promotional examinations or are being assessed on a continuous basis to determine their readiness for entry to the first form of secondary school. Instruction continues to focus on helping students become excellent readers who decode fluently and accurately and use the strategies they have learned to recognise unfamiliar words. Coping with content at grade level will be difficult for students who have been promoted to Grade VI without having mastered the basic skills for reading. In such cases, instruction must focus on setting time aside for teaching these students to read through a systematic and consistent programme. The objective of such a programme should be to close the gaps so that these students will acquire the skills needed so that they can participate fully and with success in grade level activities. The reading programme focuses on helping able and gifted students to build upon their reading skills, so that they read independently with success, think critically, discuss intelligently what they have read and use reading increasingly as a tool to learn.</p> <p>Teacher uses whole class groups to teach specific concepts, to model strategies that students can use and to ascertain their understanding of what is required of them. Time and care must be taken to ensure that students have an understanding of the concepts before they are set to work on tasks in groups and individually. Teacher uses several interesting examples of the text types that students need to understand so that they can identify the characteristics and can discuss them. Small group and individual work on these specific concepts should only be set when it is clear that students understand the concepts and what is required of them. Varying the composition of small groups to include gifted as well as less able students will be beneficial to both groups as long as clear targets are set and students are given clear guidelines to work collaboratively to complete the tasks. Refer to the instructional guidelines for Grades III – V to review some of the activities that can continue to be used especially with those students requiring additional and special instruction. At the same time, continue to provide opportunities for gifted and more able students to engage with the materials at grade level and to work on tasks that lead them to think critically and to use the strategies they have learned to solve problems. In addition to selected guidelines presented in the instructional guidelines for Grades IV and V, the following will be helpful.</p> <ul style="list-style-type: none"> • Select more complex materials appropriate to grade level. • Expository materials selected from across content areas across the curriculum in addition to those selected for the language arts will allow students to use their reading strategies to understand what they read. • Provide opportunities for students to read aloud and to discuss what they read with teacher and each other in class groups. Iso provide opportunities for small group discussions as well as for independent reading every day. • Integrate the approaches to the domains in the language arts (listening, reading, speaking and writing) to present students with a holistic perspective of the relationship between the skills they are learning. For example, if a particular theme is selected, a listening activity can focus on an aspect of that theme and students can listen to determine the main ideas and supporting details or some other listening objective. This will provide scope for discussing the material they have listened to and it can also be a warm up pre-reading activity for another select and related passage on the theme which students will read for deep understanding. 					

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<ul style="list-style-type: none"> • Arrange sessions that allow you to work with small groups and individuals to meet the needs of students. • Continue to monitor student progress and to provide support and help as they work to master the concepts. 					
2. Vocabulary and concept development	<p>Instruction in this domain in Grade VI extends students abilities to use additional strategies to build vocabulary. While we encourage students to use the strategies they learned in earlier grades, such as using affixes and roots to help them recognise unfamiliar words, we help them focus on frequently used foreign words as well to determine related new words. We also require them to focus on words with varying shades of meaning and to recognise the connotations of words. This is useful for both their understanding of what they read and for their selection of words for their writing, so that they can be more exact in their choices. In sixth grade we also help students focus more particularly on the use of figurative language and how words used for their different shades of meaning can contribute to the richness of the text. We continue to focus instruction on helping students to use their <i>word banks</i> as personal resources for their writing and in their oral presentations so that they can achieve ownership of the words and use them productively in their presentations.</p> <p>Students need to do a lot of reading and wide reading in order to build their vocabularies. So we encourage independent reading in addition to the other reading activities we schedule every day, and we continue to teach vocabulary systematically, using the full range of strategies recommended in the curriculum. We encourage them to use new words productively in both their oral and written presentations so that they achieve ownership of them.</p>					
	<ul style="list-style-type: none"> • Continue to encourage the use of <i>Word Banks</i> for students to record the new words that they encounter in their reading across content areas in the curriculum and to illustrate their meanings in sample sentences. The <i>Word Banks</i> can become resources for vocabulary that students use in their compositions and oral presentations. • Provide a wide variety of reading materials for students to use in independent reading in class every day. • Teach students strategies for distinguishing the shades of meanings of related words as in connotations. • Continue to teach students how to use the dictionary to check for meanings and to select the best word among a series of selections that are available. Also help them to use the thesaurus and their <i>Word Banks</i> to make the most appropriate selections for their oral and written presentations and to avoid repetition of the same word or of a limited set of words. • As students revise their writing, give them queries that will focus their attention on diction and the most appropriate use of words in particular contexts. • Refer to the strategies used in earlier grades to revise concepts with students and to help them consolidate their knowledge and learn strategies that they can use independently. 					
3. Comprehension	<p>As in Grade V we continue to focus instruction on helping students extend their understanding of the characteristics of expository texts, on how good exposition works, and also on the differences between text types and to help them to identify the characteristics of these different types. The texts we select for study in Grade VI are more complex than those in the earlier grades, and we help students to understand the material, the relationship between ideas, using queries and other strategies to help them ask questions of themselves, of the text and to discuss their responses with each other as they read. In Grade VI we engage them in more advanced expository critique that require them to extend their abilities to identify main ideas from supporting information, to evaluate also the types of information that are presented as supporting evidence for points presented and to assess the relevance of this evidence. The</p>					

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<p>work begun in Grade V to help students to distinguish between the features and characteristics of the genres and text types continues in Grade VI, so that students now distinguish between the various genres and also determine the difference between various types of fiction and to recognise their characteristics. We continue to encourage use of the strategies of exposition such as compare and contrast, cause and effect, use of examples, framing a composition around a question or series of questions, organising information on the basis of the importance of the points, and building to a high point or climactic point. We also help them to recognise the thesis statement in selections that they read and to assess whether the information presented serves to clarify or elaborate on that statement. As in Grade V we select texts that have a manageable syntactic and vocabulary load for students at grade level and we build from simple to more complex as they achieve fluency and understanding of what they read.</p> <p>It is important in Grade VI that we help less able readers to ‘catch up’ by providing them with systematic reading instruction that helps them to develop their skills and their abilities as independent and good readers. Their ability to manage tasks well at grade level will be dependent on their ability to read well as they will increasingly be using their abilities to read for learning across content areas of the curriculum.</p> <ul style="list-style-type: none"> • Use text and materials that are appropriate to Grade VI level. • Model the strategies that students are expected to learn. For example, model thinking aloud about a problem in the reading and demonstrate the use of self-questioning to lead to better understanding. • Let students continue to use suitable graphic organisers for working on comparison and contrast exercises(see TG). • Encourage discussion of the material during and after reading to ensure that students understand what they read. • Continue to schedule reading and discussion of selected narratives in class and have students discuss the features and characteristics of narrative. • Provide individual support and guidance for those students who need it. Organise sessions during which special attention can be given to students with similar problems in a small group or to individuals who need particular attention. • Start with teacher-directed instruction; demonstrate strategies students can use to understand what they read (e.g thinking aloud to work logically through a problem). Ensure that students have achieved mastery at a particular level before introducing them to materials at a higher level of complexity. Model the think-and-search strategy to relate relevant clues and make an appropriate inference or to draw a logical conclusion. • Work with the entire class group and use modelling, questions and a range of strategies to help students understand a concept. Ensure that students understand the concept and what is required of them before allowing them to work on related tasks in small groups. Subsequently they can work individually on other related tasks to practice what they have learned and to achieve mastery. • Continue to present students with examples of exposition of different types and of narratives so that students continue to develop familiarity with the characteristics of these text types. • Use the guidelines and suggestions presented in Grade V for expository and text analysis and provide opportunities for students to analyse these types by providing them with examples of these types on which they can work in large class groups, in smaller groups and individually to get practice. 					

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
4A. Features and analysis of expository /informational materials	<p>The Grade V curriculum required a focus on teaching students to understand the organisation and characteristics of expository materials and to use these characteristics to good effect in their own expository writing. In selecting reading materials, we focussed on those texts that exemplified the particular types of organisation and characteristics that we wanted students to observe, discuss, understand and use in their writing. In this way, we integrated their reading and writing of expository materials, enabling them to apply what they had learned in their analysis of the text in their own writing. In Grade VI we build on these practices by selecting materials that exemplify the characteristics of various types of exposition clearly and we read and discuss these in a whole class group with students, taking time to ensure that they understand the principles. We use queries to guide their critical thinking and analysis of the texts and we allow them to ask questions and comment so that they have an understanding of the concepts. We also present selections that are more straightforward and clear examples of the principles we want to demonstrate and move gradually to more difficult and complex passages that are appropriate to grade level. We work first with the entire class taking time to ensure that all the students understand, and we present several examples over different sessions to facilitate this. We organise sessions for students to work in small groups of selected activities and tasks that will allow them to demonstrate their understanding of the principles and we provide opportunities for individual practice subsequently. The suggestions presented in Grades IV and V will also be worth reviewing here and in addition we can do the following to extend students' skills.</p> <ul style="list-style-type: none"> • Design well-formed and focused questions that point students to the critical aspects of the characteristics of the expository text that we want them to observe and understand. • Work with the entire class group to encourage full participation of all students in the reading and discussion. • Select passages that are interesting to both boys and girls and encourage students to use the comprehension strategies they have learned to understand the text and to overcome any misunderstandings they may have. • Select a wide range of material that exemplify different types of exposition: explanation of a process, an account of an event, giving information about how something is made, directions etc. Select examples that also exemplify the different types of organisation. • Link activities related to reading and writing so that students can use the characteristics they have learned in their reading and analysis in their own writing. • Continue to provide opportunities for reading aloud, for small group and pair interactions and for students to work independently also. • Encourage wide reading of the various types of material that students are being exposed to so that they can broaden their knowledge and understanding of the organisation and features / characteristics of these texts. • Continue to model strategies for students so they understand how to implement them in their own reading and analysis. • Refer to the relevant sections in the Grades III – V curricula to review important concepts with Grade VI students, especially those who may not have a full understanding to allow them to work efficiently and successfully at Grade VI level. • Work in small groups and individually with those students who need additional help to bring them up to the required standards. • Continue to select materials from the other content areas across the curriculum to provide a wider variety of examples and also to show the relevance of reading, analysis to all the subjects. 					
4B. Features of narrative	The entire curriculum has stressed the importance of having students read widely and express their responses to literature of different					

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
texts	<p>types. We have given particular attention to stories because this is a genre that is enjoyable to people of all ages and particularly to children who, from the time they are small and are read to by their parents and caregivers can benefit immensely in their cognitive development from listening to stories. In Grade VI, as in the earlier grades, we continue to emphasise exposure to good narrative texts with the objective of helping students derive pleasure from reading these texts and to enhance their appreciation of them by giving them the tools to understand how these texts are put together, what their characteristics are and to perceive that through their understanding of how narrative texts work they can also implement the elements and characteristics of these texts in their own story writing. We continue to use the concept of the story grammar to give students additional exposure to the main elements of story, to deepen their understanding of plot structure of different types and to help them understand how the various parts work together to create an interesting and enjoyable story. Review the principles presented in the instructional and content standards for the earlier grades as well as the suggestions given in the Teachers' Guide that accompanies this curriculum. In addition, the following points will also be helpful.</p> <ul style="list-style-type: none"> • Select stories with clear plot structure and development so that students can identify the main events that make up the plot. Introduce more complex stories appropriate to grade level subsequently, during the course of the programme in this grade. • Organise sessions for reading aloud and general discussion of narratives but also organise small group and individual work. • Continue to select a wide range of materials that represent the various genres: folk tales, short stories, adventures, science fiction – in fact, the different types of fiction ; narrative poetry etc. (See TG) • Use some of the graphic organisers recommended in the Teachers' Guide to help students list information about the texts to facilitate their organisation of the material for their oral and written presentations. • Refer to the suggestions given in earlier grades also. 					

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
5. Responding to literature and analysis of literature.	<p>In Grade VI we focus instruction on extending students’ understanding and appreciation of literature and providing them with opportunities to continue to develop their skills in reading and analysis of literature. We continue to select and present varied and interesting examples of literature: poetry, fiction (of different types), drama, non-fiction. All selections should be appropriate to grade level. Incorporate the suggestions for reading and analysis of different text types (presented earlier) with this category to develop a comprehensive programme for this grade. We read with our sixth grade students and we present interesting examples of poetry that foster their enjoyment and appreciation of this genre. We organise choral reading of selections that lend themselves to this, and we discuss the poems so that they are meaningful to students who can then read them with enjoyment and expression. We deepen their understanding of the poems they read by paying attention to the words, the images presented by the poet through use of figurative language such as metaphor, simile and we also pay attention to the symbols and how meaning is presented through these.</p> <p>We introduce the concept of theme in both poetry and in narrative, and in the latter we focus on the actions of the characters. Use organisers to help students make note of the actions of the characters and to determine how these actions build to the expression of a theme. For example the consistent actions of a character may reflect that character’s hope in a given situation or overcoming of challenges. In poetry, the rhythm, rhyme, figurative language (as noted earlier), the words or diction, and the repetition of specific words or phrases or entire lines all contribute to the theme. In our reading, as we focus on the words and their meanings and what they represent, we gain an understanding of the overall meaning, the specific actions of the characters, the theme of the work and we read with our students, discuss these elements in the selections we share with them, ask them questions that help them focus on these elements, and we also model how we arrive at conclusions about a text and how we make inferences.</p> <p>Our choices should also include selections that represent first and third person narration and we help students to determine the difference between 1st and 3rd person point of view. Exposure to short biographies and autobiographies also illustrate this difference. It is important that elements such as story grammar and theme be explicitly taught, that is we must help students and work with them in the ways suggested so that we focus their attention on the elements through which a writer presents the theme of a work (See TG).</p> <p>As we suggested in earlier grades, we continue to make use of opportunities to integrate oral, reading and writing activities so that students become aware of the relationship between the domains. Through their reading and appreciation of poetry, narratives and exposition, they also can become good writers of these types. Refer to the suggestions made for Grades III – V for purposes of review with students. The suggestions presented for Grade V are particularly useful and some are repeated here in addition to others that should be helpful in extending students’ abilities in Grade VI.</p>					

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
	<ul style="list-style-type: none"> • Select a variety of interesting literature selections for reading and discussion in class. • Continue to allow students to read aloud in class with expression, clear enunciation and appropriate tone. • Organise choral speaking activities for poetry reading so students can hear the rhythm of the verse. • Use the story grammar to help students understand the elements of narrative. • Continue to schedule reading conferences with individuals and small groups to read and discuss selected texts, to monitor students' understanding of literature and to guide them in their choice of reading materials for independent reading. • Continue to present literature selections that exemplify different genres and different types of fiction and help students identify the different characteristics. • Help students focus on the use of commonly used figures of speech (simile, metaphor, personification, onomatopoeia) and discuss the contribution of these to the meaning of the poem or story. • Select texts that exemplify differences between first and third person narration (point of view), and use interesting excerpts from biographies and autobiographies for illustration and discussion of features. • Allow students to recite poems and to discuss the features of the narrative poem. • Help students identify the speaker or persona of the poem. • Use supporting aids for students, e.g. a note sheet that will allow them to record important information about the particular text type that has been introduced or a graphic to list the actions and traits of characters in a narrative in order to compare and contrast them. • Continue to focus on more complex features such as the symbols used by the author, the figurative language and the purposes for the author's choice of images. 					
6. Writing	<p>In Grade V we recommended that we design our instruction to help students extend their abilities in writing by providing them with opportunities to write using the text types that they have been reading and studying. We continue to do this in Grade VI with the intention of helping students develop their skills as writers further. We allow students to work on chosen topics from lists we provide or that we create jointly with them. They need to use good judgement to determine what text type would be best for writing on a particular topic. We must therefore continue to extend their exposure to different text types in their reading, to help them understand how these are organised and to identify the elements. It is important to select materials, passages that are appropriate to the sixth grade level. The selections should therefore be readable by students of this age group. We take care to select passages that present a pattern of organisation clearly so that students can observe and follow. These are patterns that we have presented gradually, for example, presenting points of information in chronological order, in order of importance or in spatial order, framing on the basis of a question posed, cause and effect, comparison and contrast which we introduced in this grade. As students progress through higher grades they will deal with texts of increasing complexity. The focus in sixth grade is to help them understand that there are some different types. Through reading, discussion and analysis of these types they can use the main characteristics and patterns of organisation in their own writing. Our instruction must focus on modelling the strategies that students need to learn to help them read and understand the different types of texts that we present to them.</p> <p>We continue to incorporate the use of process strategies to get students to revise and edit their work. We provide opportunities for them to discuss during prewriting, to share the compositions they have written, to listen to the presentations made by their classmates</p>					

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Strands ↓						
	<p>and to provide comments on what they share with the other students. We also allow them to work individually to revise their own work. This means we need to allow sufficient time to for students to write and for them to return to their drafts to re-read and revise them.</p> <p>We have emphasised the importance of process strategies throughout the curriculum and we help our sixth graders use these for all their writing tasks. We continue to give individual attention to discuss our students' writing with them and we help them to make selections for inclusion in their writing portfolios which can be used to assess their development as writers over the course of the year. The suggestions we made for specific writing activities in the earlier grades will also be useful here and we encourage a review of these as we prepare our lessons and focus on helping our students to improve their skills as writers.</p> <ul style="list-style-type: none"> • Set writing tasks that are related to the types of texts that students are reading and studying. Integrate the work so that students will be required to write using a particular type (e.g. explaining a process) after they have had many opportunities to read passages that exemplify this type. • Read with students in class groups and model strategies that they can use to help their understanding; for example, thinking aloud, using queries, rereading relevant sections, linking related ideas to make appropriate connections. Work with them in small groups also and provide help to individuals as they work independently on specific tasks. • Always allow students to use process strategies in their writing for generating ideas, organising their ideas, drafting, revising and editing. Help them to do spell checks for words of which they are not sure and to achieve ownership of those words. Focus on revision strategies so that students can learn how to repair and improve their writing by deleting, rewriting, changing the order of words to achieve a better and stronger effect and to write clear and well formed sentences. • Introduce various aids that they can use to organise their ideas, e.g. outlines, cluster charts or simple note sheets on which they can list points or rearrange them in the order in which they want to present them. • Use checklists (see TG) that students can use to check their own writing. • Use prompts for writing that will help students get started and which will focus them on a particular type. • Encourage students to read out what they have written, and allow time for discussing their work with you and with their classmates. 					

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7. Research	<p>We suggested that students in Grade V should be given opportunities to use the computer for purposes of finding information as well as preparing simple documents. Refer to the suggestions presented in the Grade V curriculum for research and how the technology can be used as a tool for this purpose. In Grade VI, we design instruction to advance students' experiences with using the computer for preparing simple documents and also for finding information as part of their research for projects or their informational / expository compositions. We introduce the research project as a small group activity on which students work collaboratively. A project based on a thematic unit of work that incorporates content areas across the curriculum would be a useful activity for students in Grade VI. We focus students' attention on the topic and lead them in discussion to determine what kinds of information they need for the project as well as possible sources they can use to search for the information they need. We teach the students how to do a guided search on the computer and in the school library to identify reliable sources of information. We also need to guide them to read, select, make notes, use quotations (if needed), to paraphrase and to cite appropriately. We also teach them to include all the sources they have used as a list of references at the end of their project paper. Project work of this nature also offers the opportunity for working collaboratively with the teacher of information technology to guide students on the proper use of the computer and how to navigate it to find the information they need. While some children will have experience using the computer because of access at home, some others will not have had the opportunity to do so and it will be necessary for them to have some basic lessons in the use of the technology. This can be arranged through access in the school lab or in a community centre which provides access. We build on some of the skills taught in Grade V and for working collaboratively on a project that requires them to read to learn and to represent what they have learned in a guided research project on which they collaborate.</p> <ul style="list-style-type: none"> • Select topics for research projects based on thematic units that incorporate other content areas across the curriculum and to which students would have done some work. • Organise students in small groups that work collaboratively on the project. All members of the group must contribute to the preparation of the project by undertaking a specific task. • Guide students to sources of information to which they can refer to learn more about the subject of their project. Use the opportunity to enhance their understanding of how to use the library to search for information. • Organise classes with the IT instructor to teach students how to use the computer to search the Web for relevant information and how to navigate a page of information presented via this medium. • Teach students how to make notes in their own words and also to use quotations for any information that they present which is not original and to list the source of information. • Be available to the students as a resource to guide them as they work on their projects which will involve an integration of the domains of reading, writing, listening and speaking. • Use the suggestions presented for Grade V and earlier grades as appropriate. 					
8. Conventions of oral and written English	<p>We noted throughout the curriculum the importance of helping students to develop proficiency in English as this is the language in which they are required to do their school work. Instruction in Grade VI helps students further develop their proficiency in both oral and written English and we have them use process strategies for revising and editing. We require them to read for correctness of sentences, grammar and mechanics as part of their revising and editing. The suggestions presented for Grade V are also important for Grade VI and these should be referred to and used also in our instruction at this grade level.</p>					

Domains →	II. Listening	II. Reading	III. Viewing	IV. Speaking	V. Writing	VI. Representing
Strands ↓						
8A. Grammar	<ul style="list-style-type: none"> As we read with students, have them present orally and share the compositions they have written. We use the opportunities for providing small group and individual feedback to help them focus on their use of grammar, particularly the following areas. Subject- verb agreement. Agreement of pronouns with their antecedents. Correct use of tenses and consistency in using the past as a reporting tense. We help students use the other tenses appropriately and accurately in the context of the writing they are doing e.g. future, future perfect, present, present perfect, past and past perfect. Make a note of the errors typically made by students and organise mini grammar lessons in which you teach the grammar point explicitly. Provide exercises for students to practice the grammar point and refer to their own compositions to correct the errors where they occur. Use grammar games that focus on particular points to build students’ understanding and to make learning enjoyable (see TG). 					
B. Sentence structure	<ul style="list-style-type: none"> The process approach makes provision for careful checking of the writing that is done. Encourage students to read over their sentences carefully and to repair sentences that are not well formed. Students use sentences that are more varied than in earlier grades and we help them to write these sentences (complex, compound, complex and compound complex) using appropriate coordinating and subordinating conjunctions. Continue to use simple checklists to which students can refer as they revise so they become familiar with the elements they should look for. Continue to model the sentence-combining strategies introduced in the earlier grades (see Grade V in particular). 					
C. Punctuation	<ul style="list-style-type: none"> Checking for appropriate use of punctuation marks is one of the elements we ask students to review during revision. With the introduction of simple research skills in Grade VI, teach them the uses of quotation marks as well as how to use italics or underlining for book titles. Revise the uses of the comma, the semi-colon and colon. Review the marks focussed on in earlier grades to ensure that students understand how to use them and develop competence in doing so. 					
D. Spelling	<ul style="list-style-type: none"> Review spelling strategies introduced in earlier grades. Focus on word parts and syllable structure to help students learn more complex words. See the suggestions for Grade V as well as the Teachers’ Guide for discussion of strategies and presentation of additional suggestions and activities. 					
Guides for integrating – across the domains and other subjects	<p>Throughout the curriculum we have provided suggestions for integrating the domains of the language arts to help students see the relationship between the domains and to facilitate their learning. Selection of the text types that students need to learn to write for reading and analysis will help students to understand the characteristics and features of these text types so they can use them in writing their compositions. Focusing on the types of organisation that can be used, particularly for expository passages, will also help students learn these patterns and use them as appropriate in the writing tasks that they are given. Using information from other content areas across the curriculum was also suggested as a way of helping students to use the skills they learn in the language arts, particularly reading to learn in other subject areas. It would be useful to review the specific points presented in the Grade V</p>					

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Strands ↓						
	<p>curriculum as well as in the earlier grades.</p> <ul style="list-style-type: none"> • Use activities and tasks that will help students increase their vocabulary and use the new words they use in the language arts and other subjects productively. • Select materials from other content areas across the curriculum for reading and discussion to help students think critically about the concepts and ideas presented. • Plan thematic units that involve the other content areas across the curriculum. • Plan project work for small groups that require students to use what they learn in other subjects as well. • Integrate reading, writing and the other domains in the language arts. 					

Listening and Speaking

General Learning Outcomes for Listening and Speaking

The programme in Grade VI is intended to enable students to further develop the skills learned in Grade V; to extend their abilities in all the domains of the language arts and to be at a stage of readiness for undertaking work in Grade VII. By the end of Grade VI students should be able to:

1. listen attentively and critically to a variety of materials presented in different genres and respond to oral communications
2. listen attentively to extend their knowledge and awareness of dialect differences
3. listen to identify the tone, mood and the emotion conveyed by a speaker in an oral communication
4. listen to identify misleading information and techniques of persuasion and propaganda used in speeches, television and radio programmes
5. use Standard English more consistently and with confidence when making oral presentations, in discussing academic topics and in other situations that demand its use
6. select a point of view, focus and organisational structure for an oral presentation and deliver it with confidence
7. articulate a series of instructions and directions and perform them
8. use common rhetorical devices and emphasise important points to assist the listener when giving an oral presentation.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
I. Listening and Speaking			
A. Interpersonal Communication			
A – 1. Communicating to interact socially.	<ol style="list-style-type: none"> 1. listen attentively and respond appropriately to an oral communication 2. listen attentively and critically to detect use of Standard English or dialect by a speaker or in the oral communication of a text message 3. listen attentively to multiple instructions and directions and follow them 4. listen to identify the tone, mood and emotion conveyed by a speaker in an oral communication 5. listen and observe to detect how choice of vocabulary and paralinguistic cues such as pitch, tone, loudness, relate to the non verbal message (body language, gestures, posture etc) conveyed by a speaker 	<ul style="list-style-type: none"> • Work out situations in which a speaker conveys a message (e.g. provides some information about an event which involves the listener / or asks (a) pertinent question(s)). Let the students work in pairs. One student communicates the message and the other gives an appropriate response. The speaker pays attention to / makes notes about the answers given. Pairs get to tell the class about the exchange. Some of the exchanges can be recorded and used for whole class listening and critical discussion after pair work. • Continue to extend students' language awareness about language varieties. Use selections from literature that are written in Standard English and dialect. Use pre-recorded dialogues (some may be prepared especially for this task) and have students listen critically. Have students talk about the appropriateness of the variety used for the purpose. • (Outcomes 4 and 5) Use short video clips of speakers delivering an oral communication [speech, sermon, conversations etc]. Have students view and listen to determine the emotional tone, and mood conveyed by the 	<ul style="list-style-type: none"> • The resources listed for this section in the Grade V syllabus. • Electronic / technological aids: – tape recorder, tapes, TV monitor and VCR. • Wide selections of material for use as listening stimuli. • Prepared guides / questions for students to comment critically on responses of their classmates.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
		<p>speaker as well as the choice of vocabulary.</p> <ul style="list-style-type: none"> (Outcome 5) Use audio clips and have students listen for changes in pitch, loudness etc. to the message conveyed and the relation between the changes in pitch, tone etc. and the message being conveyed. 	
A – 2 Communicating to give and to get information	<ol style="list-style-type: none"> listen to get instructions and directions and follow them listen to determine the main point of an oral communication give clear directions and instructions ask pertinent questions to get information 	<ul style="list-style-type: none"> Organise a treasure hunt the object of which is to find a treasure by following careful instructions. Prepare a treasure map or have directions pre-printed on a sheet of paper. Have students work in pairs (one set of instructions for each pair). One student ‘navigates’ reads out the directions and the other follows them. The pair to locate the treasure first wins. Use different text selections as stimuli (one per lesson). First orient the students to the task and have a warm-up activity by engaging them in discussion about the topic or subject matter. Set the purpose(s) for listening. Have students listen for the main point. Invite a speaker to the classroom to address students about a particular subject (could be related to another subject area in the curriculum). Have students work in small groups to generate questions they would like to ask the speaker. Ask them to also come up with one question based on careful listening 	<ul style="list-style-type: none"> Materials for making up treasure hunt maps. Wide selections from a variety of sources (e.g. literature, newspapers, other subjects) for use as listening stimuli. Resource persons from the community.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to:</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
B - Listening and speaking to develop oral language for school/ academic purposes		to the information presented by the speaker.	
B – 1. Listening and speaking for enjoyment and to express personal response to literature	<ol style="list-style-type: none"> 10. listen to delight in language used to entertain (for aesthetic purposes) and use language for these purposes 11. listen to determine the rhythmic patterns of poetry selections and express a personal response 12. read aloud literary selections fluently, accurately and with expression, using appropriate intonation and pacing 13. recount personal experiences, and stories in a lively and interesting way so as to engage the listener 14. give a report on a literary selection they have read and present an interpretation of the work that shows they have understood it 15. give a presentation that shows a clear pattern of organisation of points and which provides examples and information from the work as evidence to support the points they have made 	<ul style="list-style-type: none"> ▪ Select and use as models literary material of good quality appropriate to the Grade VI level:- poems, dramatic monologues, dialogues and have students listen to evaluate message, delivery style (intonation, cadence, tone, voice modulation) of the speaker. Have students select a favourite literary piece for oral presentation to the rest of the class. Have students focus on aspects of delivery that they discussed in the listening activity. ▪ Continue to use choral recitation to help students read expressively. Use selections that are appropriate (see Teachers’ Guide for some suggestions). Record students’ efforts; encourage critical discussion of the recitation for specific features that you announce before students listen. • Use role-plays for students to deliver dramatic monologues, dialogues etc. Use the class centre or school resources to have students select costumes / props etc. for more formal presentations. • Have students give oral presentations of stories that they have written. Link with reading so that students understand concepts 	<ul style="list-style-type: none"> ▪ A wide selection of literary materials. ▪ The resources listed for Grades IV and V and in the foregoing section. ▪ Tapes and videos with good narrative presentations by story tellers (there are several examples from the Caribbean – access through School / Ministry resources).

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	16. give a narrative presentation in which they establish point of view, plot and a context for the story	such as pattern of organisation of events in a plot, providing a context and setting for a story and point of view. Link with writing so that students prepare compositions intended for oral delivery in which they pay attention to organisation of information etc. The prepared composition can be used for the oral presentation in which students pay attention to features of presentations, e.g. clear enunciation, good pacing, emphasising important aspects / points, engaging the reader etc.	
B – 2 . Listening and speaking for understanding and to develop critical thinking	17. listen to determine a speaker’s purpose 18. listen to make inferences and draw appropriate conclusions from messages communicated orally 19. infer cause and effect relationships in expository selections 20. listen to identify the pattern of organisation of points in an oral presentation 21. listen to identify and explain the theme of a story 22. ask appropriate questions of a speaker for clarification about a topic	<ul style="list-style-type: none"> • Select (make up if necessary) audio clips of short oral communications exemplifying different types of speaker intentions e.g. to explain a process, to persuade someone to a point of view, to give directions / instructions etc. Set purposes for reading before asking students to listen to the selection. If necessary, review some of the purposes for communication. Ask students to listen to determine the speaker’s purpose. Extended work (after a second opportunity to listen) could include critical listening to other aspects of the oral communication, e.g. speaker’s use of emphasis, clarity of the message, techniques used etc. Do not select all features for coverage during one lesson. Select based on the teaching objectives. • (Outcome #19) - Select some interesting expository passages (short ones) that show 	<ul style="list-style-type: none"> • Selected resources listed for Listening and speaking in Grades III, IV, V. • Audio visual equipment and pre-recorded tapes. • Interesting text selections that exemplify clear speaker purposes and techniques. For example: to explain a process; to give directions and instructions; to persuade someone to a point of view; to sell a product; to apologise; to provide information about a topic; to make a complaint etc. • Interesting text selections

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	<p>23. show sustained and accurate use of standard (Caribbean) English language conventions in their oral communications, especially for academic work (See glossary for definition / explanation of Caribbean standard)</p> <p>24. ask questions that are well-formulated and sufficiently focused in scope to permit a complete answer by the speaker</p> <p>25. give a clear informative presentation in which they develop points around a topic and use examples and other textual information as evidence to support the points they have made</p> <p>26. give a persuasive presentation in which they state a clear position supported with appropriate evidence, (e.g. examples, facts) and in which the points are developed and presented in a logical and effective order</p> <p>27. give a presentation in which they identify a problem and propose a solution</p>	<p>clear cause and effect. Before asking students to listen make sure that they are clear about cause and effect. (This could be covered in previous reading lessons in which students have had an opportunity to discuss cause and effect relationships in expository texts as well as in narrative in which they observe the effects of character actions etc.). Review cause and effect – check students’ knowledge and understanding of the concept. Set specific purpose for listening. Use a note sheet with causes listed and ask students to note the effects of each as they listen – or vice versa.</p> <ul style="list-style-type: none"> • (Outcome #20) - First listen to an expository selection to determine the pattern of organisation. Prepare a list of the order of presentation that indicates the pattern used in the selection. Jumble the list so that points are out of order. Orient students to the task and set the purpose for reading. Have an appropriate warm up activity to help focus students on the task. Distribute sheets of paper with jumbled list of points. Ask students to listen and to number the points in the order that they are made by the speaker. Use a tape-recorded selection or read out the passage at a good pace for the students. • Use topics from other subjects as stimuli for students’ oral informative and persuasive 	<p>appropriate to grade level that exemplify techniques used by a speaker. E.g. use of emphasis; rhetorical strategies and devices such as repetition for effect, use of the rhetorical question, onomatopoeia; pacing; intonation; etc.</p> <ul style="list-style-type: none"> • Models of well-written persuasive texts, e.g. commentaries from “youth” section of local newspapers and other magazines appropriate to the age group. • Topics from other subject areas that present problems. • Teacher as a resource to provide explicit instruction, to find suitable models for students’ use, and to model specific presentations. • Encyclopaedias, other trade books and informative texts. – Access to school and community libraries. • Teacher resources for

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		<p>presentations. Teach explicitly points of organisation of information, selection of relevant examples and supportive information as evidence.</p> <ul style="list-style-type: none"> • Use topics from other subjects also to have students identify specific problems, to find information about the problem, and to suggest a solution. This can be organised as small group or individual tasks. • Organise collaborative groups to work on projects and have group presentations in which individual students assume responsibility for specific project tasks. Use note sheets, guided questions to help groups organise tasks, shape their presentations etc. • Link with reading and writing. Reading can focus on the text types that exemplify oral presentations students are required to make. Engage students in critical reading and discussion of text types so that they understand the features and characteristics, the patterns of organisation etc. In writing sessions have students plan, and write out their presentations using process approaches for generating ideas, revising, editing and research strategies suggested in earlier sections for finding information about the topic. 	<p>information on strategies, setting up collaborative groups etc. The <i>Teachers' Guide</i> provides some helpful suggestions.</p> <ul style="list-style-type: none"> • Electronic equipment (tape recorder, microphone, tapes, VCR, monitor and videos) and other technological supports.
B – 3. Listening and speaking to	28. listen to identify techniques of	<ul style="list-style-type: none"> ▪ Use examples of advertisements from print 	<ul style="list-style-type: none"> ▪ Advertisements appropriate

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evaluate concepts	<p>persuasion and propaganda used in advertisements intended for airing on television and radio</p> <p>29. listen to distinguish fact from opinion</p> <p>30. listen to identify the emotional appeals in advertisements and speeches</p> <p>31. evaluate the oral presentations made by self and classmates</p>	<p>and other sources to teach explicitly concepts of propaganda, misleading information, false claims. Select samples of advertisements aired on radio and TV. Set purposes for listening. Have students listen for one type of characteristic at a time. Have an appropriate warm up activity to orient students to the task and to activate their background knowledge. Set the purpose(s) for listening; then have them listen to identify the specific feature. Keep selections relatively short to enable students to process the information.</p> <ul style="list-style-type: none"> ▪ Use sample dialogues in which the speakers present facts, opinions / beliefs. Have students listen to distinguish between these. Use recommended procedures for orienting students to task. Find appropriate examples from texts students are reading or devise some that illustrate. (Collaborate with staff for preparation of stimulus materials that can be used by higher grades – IV –VI). ▪ Record student oral presentations and have them listen critically for specific features (see range suggested in this and other sections). Prepare checklists of guided questions that students can use to evaluate the presentation as they listen. 	<p>to grade level from print, television and radio sources.</p> <ul style="list-style-type: none"> ▪ A varied selection of expository and other text types that contain examples of facts, opinions / beliefs. ▪ Audiotapes with examples of advertisements intended for radio, and video clips of advertisements intended for TV. ▪ Recording equipment with microphone, blank tapes for recording students’ oral presentations. ▪ Checklists with guided questions to assist students with evaluating oral presentations.
B - 4. Vocabulary building and concept development for oral	32. identify key words in selections that they listen to and interpret	<ul style="list-style-type: none"> ▪ One of the listening tasks that can be set on text selections that students listen to is the 	<ul style="list-style-type: none"> ▪ Dictionary and Thesaurus

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communication in classrooms and other contexts	<p>their meanings in the given contexts</p> <p>33. use words for their denotative and connotative meanings as well as for their sensory appeal in their oral presentations</p> <p>34. choose words that are appropriate to their purpose, the topic and the intended audience</p> <p>35. use their <i>Word Banks</i> for recording new words that they encounter from subjects across the curriculum and use them as appropriate in their oral presentations</p> <p>36. use sensory words in their descriptions of places (setting for story), characters, objects</p>	<p>identification of key words in the text and the interpretation of their meanings in context. First follow appropriate instructional procedures by orienting students to the task, activating background knowledge and setting the purpose for listening. Write a list of (three or four) key words on the board. Tell students that they are going to listen for these words. Have them discuss the meaning of the words and their importance to the message. If necessary have students listen for a second time for meaning.</p> <ul style="list-style-type: none"> ▪ Encourage students' use of the Word Banks for listing words and their meanings that they encounter in the materials they read. Have them use the Word Banks as a resource for finding suitable words for inclusion in their oral presentations and as a means of achieving ownership of the new words they have learned. ▪ Have students use words for their connotative and figurative meanings in their oral presentations. Link with reading analysis and writing so that students become more sensitive to the importance of selecting the most appropriate word for their written and oral presentations and can analyse the effective use of words in their reading. 	<ul style="list-style-type: none"> ▪ Note books for students' <i>Word Banks – Word Banks</i> from previous years. ▪ Charts for class word lists. ▪ Charts showing word families and denotative / connotative relationships. ▪ Charts with relevant types of figures of speech, and examples showing effective word use.
C. Voice skills – developing clear diction – enunciation,	37. give an oral presentation with confidence and clarity of speech	<ul style="list-style-type: none"> ▪ Have students read aloud expository and narrative selections from texts that they are 	<ul style="list-style-type: none"> ▪ Selected resources listed in the foregoing sections and in

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pronunciation	<p>38. vary the rate of speech in making the presentation, pausing when necessary to keep the audience on track</p> <p>39. moderate volume, tone and pitch for effective presentation</p> <p>40. pronounce words accurately, enunciate clearly, provide emphasis where needed and use appropriate gestures to engage audience</p>	<p>reading to practise accurate pronunciation, clear enunciation and reading with expression.</p> <ul style="list-style-type: none"> ▪ Use group choral recitation of poems and other appropriate selections. ▪ Link with writing to have students make oral presentations of selected pieces they have written. Help them to make notes of points they wish to make (for shorter selections) and to use them as prompts for what they intend to say. ▪ Select video clips of good oral presentations for critical viewing and discussion of important features of oral presentations ▪ Use audio taped selections to have students listen for speaker's use of features / characteristics such as voice modulation, volume control, pitch etc. Give students guided questions to help them listen critically for relevant features. Work out a point scoring system and after discussion have students score some presentations. This can be organised as a group task. ▪ Use good models of types of oral presentation (texts) for critical reading and discussion. Do not ask students to make a particular type of presentation before they 	<p>the Grade V syllabus.</p> <ul style="list-style-type: none"> ▪ Interesting narrative, expository and persuasive text selections, including some good ones done by students in previous years. ▪ Checklists of guided questions for use in evaluating presentations. ▪ Selected audio and video clips. ▪ Technological supports listed in foregoing sections. ▪ Models of text types for critical study and discussion.

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		<p>have studied the features of the type, discussed it and understood its characteristics.</p> <ul style="list-style-type: none"> ▪ Tape selected presentations by students for critical listening, discussion, commentary and feedback by class members. Again, use guided questions to help students focus on important areas and features of the presentation. 	
D. Attitudes and Interest	<p>41. display good listening and speaking habits in oral communicative situations</p> <p>42. give an oral presentation with confidence</p> <p>43. speak clearly and use appropriate strategies to engage the listener</p> <p>44. respond appropriately to questions asked by a listener</p> <p>45. sustain the use of standard English in oral presentations</p>	<ul style="list-style-type: none"> • Provide opportunities for students to make oral presentations on a range of topics. Link with other subjects to have them select topics and to identify problems that can be used as the focus for presentations. • Organise individual, small group and whole class recitals to help students develop clarity of articulation and to present with expression. Link with reading to have students read (parts of) narrative, expository and persuasive selections aloud with fluency, clarity and expression. • Arrange for question and answer sessions after presentations to give students practice in responding appropriately to questions that are asked of them about a presentation that they have made. • Link with writing to have students revise their pieces intended for oral presentation. 	<ul style="list-style-type: none"> ▪ All the relevant resources listed for grades III – V. ▪ Resources for reference, including dictionary, thesaurus, students' word banks, the computer and online information sources. ▪ Technological supports listed in foregoing sections. ▪ Teacher as resource to model presentation types; provide explicit teaching to help students become familiar with the different text types and features of good oral presentations; give encouragement, praise and support and to provide opportunities for students to

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		<p>Have them observe principles of process approaches in improving their presentations.</p> <ul style="list-style-type: none"> • Have students revise their presentations for accurate grammar, spelling and word choice. 	<p>present their work to an audience.</p>

Reading

General Learning Outcomes for Reading

The programme in reading at Grade VI is intended to increase students' ability to read with fluency and accuracy, to interpret the texts they read beyond the literal level; to use strategies effectively to solve problems while reading, and to develop their analytical and critical thinking skills. By the end of Grade VI students should be able to:

1. read (aloud and silently) with accuracy and fluency
2. read for different purposes such as getting information, for learning and for enjoyment
3. arrive at plausible conclusions and make reasonable judgments based on the information given in a text
4. read expository material critically to determine the meaning, pattern of organisation, main idea, supporting details and their appropriateness as evidence
5. detect instances of propaganda, fallacious reasoning and misleading information presented in persuasive and expository material
6. use strategies effectively to solve misunderstandings while reading
7. analyse the structure of narrative texts and the effects used by the author to create character, plot and setting
8. identify and analyse the theme of different literary selections – e.g. poetry, narrative fiction etc.
9. interpret the use of figurative language in poetry and other literary selections
10. identify the structure of material used in the print media and online sources and distinguish between informative (verifiable) sources and propaganda.

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II. Reading			
A. Understanding about texts – Organisation and Context	<ol style="list-style-type: none"> 1. use table of contents, headings and sub-headings of a text to get an idea of its contents 2. identify and talk about the features and characteristics of different text types such as narrative, expository, persuasive 3. identify and talk about the differences in genres such as poetry, fiction, drama, non-fiction, biography, autobiography 	<ul style="list-style-type: none"> ▪ Use reading records and students’ dossiers from the previous grade to identify students who are experiencing difficulty with word recognition and fluency and teach these students decoding strategies explicitly in small groups as needed to bring them up to the level required for successful engagement in work at this grade level. ▪ Bring in examples of poetry, prose, fiction, non-fiction, drama as part of the reading programme and review the features and characteristics of these genres with students. Select materials that are of interest to boys and girls and allow students to bring in texts in any of the genres that they are reading to share with classmates. Link with listening and speaking to allow students to make oral presentations to the whole class or small groups. ▪ Select interesting models of different text types appropriate to grade level, and let students work in groups to identify the features / characteristics of each type e.g. use newspaper feature articles suitable for the age group; editorials; other types listed in earlier sections. 	<ul style="list-style-type: none"> ▪ A good dictionary that gives information about word origins, roots, and affixes. ▪ Assessments from previous years to determine a student’s reading level at the start of the year. ▪ Reading record forms (See Teachers’ Guide) for periodical evaluation of students’ reading fluency. ▪ Appropriate text selections from different genres for reading and discussion of characteristics.

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B. Word recognition, decoding and developing fluency.	<ol style="list-style-type: none"> 4. decode words fluently and accurately and use appropriate strategies to decode complex, unfamiliar words 5. read texts at grade level fluently, accurately and with expression 6. use contextual clues to help with recognition of a word 	<ul style="list-style-type: none"> ▪ Review useful strategies taught in 4th and 5th grades. Have students identify root words, prefixes and suffixes, derived roots, and to use their knowledge of word structure and word origins to decode new and unfamiliar words. Help students to extend their knowledge and ability by introducing groups of affixes not dealt with before but which students encounter in words included in the materials that they read. ▪ Have students discuss the meanings of derived foreign words that occur frequently in the passages they read. ▪ Discuss with students the connotations of words and the varying shades of meaning of words used in the selections they read. Prepare a list that shows the various related words and discuss with students the differences in meaning, including the meaning in the context in which the word is used in the passage being read. ▪ Help students (who have difficulty) to gain confidence with fluency by selecting short text and having them re-read it to gain familiarity and ease of phrasing. Use a stopwatch or timer to time reading (teach students to time themselves also) a particular selection. 	<ul style="list-style-type: none"> ▪ Selected resources listed for Grade V. ▪ Charts showing root words, derivations, families of prefixes and suffixes. ▪ Stopwatch for timing readings. ▪ Dictionary, encyclopaedia and <i>Word Banks</i>.

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		<p>Increase the length of the text gradually until rate improves and students gain mastery at level and can read longer texts fluently. Engage students in discussion about the text to ensure that they have understood what they have read.</p> <ul style="list-style-type: none"> ▪ Have students read on, leaving out a word that is difficult then going back using their understanding of the sentence to figure out the word. ▪ Have students use restatements, information in parenthesis to figure out a word and its meaning in context. ▪ Teach students to use the dictionary to check meanings of words they are unable to figure out from an inspection of the context. Let them also use the dictionary to check for the proper pronunciation of words. ▪ Use role-play situations in which students pretend to be TV anchors or radio newscasters. Have them make announcements, read news articles and practice fluency and accuracy. Tape their reading and have them and classmates critique and offer helpful suggestions. 	

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C - Understanding texts: constructing meaning; critical reading and thinking; personal response to literature			
C – 1. Constructing meaning: critical reading and thinking	<p>7. read for different purposes; e.g. getting information, for enjoyment and to learn new concepts</p> <p>8. read expository texts to determine literal and implied meanings, arrive at plausible conclusions and make reasonable judgments based on the information provided in the text</p> <p>9. identify the main idea and the information that supports and clarifies it</p> <p>10. relate main idea to other related and relevant topics and information</p> <p>11. read expository material to determine the relevance adequacy and appropriateness of the examples and details given as evidence by the author to support the main point</p>	<ul style="list-style-type: none"> ▪ Set objectives / purposes for reading. Select a wide range of reading materials that will allow students to read for a variety of purposes, especially those needed for the successful completion of school work. ▪ Emphasise the reading of expository texts to have students look for main idea, supporting information used as evidence and to analyse relevance and adequacy of the evidence presented. Select texts at grade level that students can manage. Gradually use texts that are slightly more advanced as students master skills of analysis and interpretation. ▪ Teach students to use QAR strategies to answer questions at the explicit, implicit and script implicit levels – i.e. to find information that is literal (explicit) to make inferences by using think and search strategies and to make judgments and evaluations based on the information given. See Teacher’s Guide for notes on use of QARs. Use QARs to also help students understand the relationship between 	<ul style="list-style-type: none"> ▪ A wide range of reading materials, especially expository material at grade level. ▪ Charts presenting the procedure for using the QAR strategy. ▪ Sketch outlines and blanks for identification of patterns of organisation used. ▪ Examples of good questions of different types. ▪ Sheets with blank Venn diagrams for use by individual students. Large sheet of Bristol board or flip chart paper with blank Venn diagram for demonstration.

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	<p>12. analyse the pattern of organization in an expository paragraph that is developed by comparison and contrast</p> <p>13. examine different types of forms to determine the information required and to provide complete answers</p> <p>14. read persuasive (and expository) texts to identify the conclusions made by the author and to determine their soundness based on the points made and the evidence given</p> <p>15. identify instances of misleading information and propaganda presented in persuasive texts and other materials that they encounter in cross curricular subjects</p> <p>16. use a variety of strategies to overcome misunderstandings as they read and to aid their understanding of the text</p> <p>17. make inferences based on implicit information in the text and justify them</p>	<p>questions and answers.</p> <ul style="list-style-type: none"> ▪ Use some good multiple choice selections to have students analyse the options given and to inspect the text to determine the correct response. Give students opportunities to discuss their responses and express their answers in full sentences. Develop good questions in collaboration with other colleagues. ▪ Have students work in small groups to generate questions based on the text they have read. ▪ Teach students to use KWL strategy. See Teacher’s Guide for explanatory notes. ▪ (Outcomes 11 and 14) - During the reading of expository (and persuasive) passages, model for students the process of identifying evidence used by the author to support a main idea / point. Model also the process of arriving at a conclusion based on the evidence given. Use a think aloud strategy so students can follow. Demonstrate several times so that students are clear about the procedure and can apply it successfully themselves. Have students work in small groups or pairs to arrive at conclusions based on new passages 	<ul style="list-style-type: none"> ▪ Samples of different types of forms: e.g. immigration; application (for different things such as membership in the local library, health query/ information forms). ▪ Teacher as resource to model strategies for students, to teach certain concepts explicitly as needed. ▪ Charts showing sample outlines for use in whole class demonstrations and for display as reference. ▪ Text selections from other subjects across the curriculum. ▪ Newspaper and magazine clippings and articles, editorials suitable for age level. ▪ Materials for treasure hunt game, strips of paper for hidden clues / instructions and

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		<p>introduced. Link with writing - have individual students read independently and write down conclusions based on their reading.</p> <ul style="list-style-type: none"> ▪ Use a Venn diagram or other appropriate graphic organiser to help students isolate points of comparison and contrast used by an author in a paragraph developed by comparison and contrast. Have students inspect the paragraph to determine the pattern in which these points are presented and list them in the form of an outline in which the points are numbered. Alternatively, determine the pattern that is used and prepare two outlines representing two different patterns. Let students use the outlines to figure out the pattern that is relevant. Have students look for another example of a paragraph that is developed according to the second pattern you have given them. The latter suggestion is a better procedure to introduce students to the analysis. They can prepare their own outlines as they become better at analysing expository text. ▪ (Link with writing) Bring in a varied set of forms and have students read them to determine the information that is required. Let students work in small groups to inspect 	<p>directions.</p> <ul style="list-style-type: none"> ▪ A class library – access to school and local library. ▪ Selected resources listed in foregoing sections and in the Grade V syllabus.

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		<p>the forms and discuss the types of information required under each item / question. Let individuals fill in the forms providing complete and appropriate answers. Use forms such as immigration forms, application forms (for membership to the library, to open an account at the bank, to join the 4H group etc.)</p> <ul style="list-style-type: none"> ▪ Select two newspaper articles or reports on the same topic and have students compare them to check for types of evidence used by the authors to support their points, evidence of bias, misleading information and propaganda. ▪ Model the use of queries during reading for students to demonstrate how these can be used to make pertinent associations, make inferences, make predictions about the actions and events and arrive at conclusions about a text. Use a think aloud strategy so that students can follow the process and apply it independently. ▪ Have students write brief summaries of expository paragraphs. Let them also develop sentence outlines of passages to show the main idea and the supporting details used by the author. They can inspect the outlines to determine relevance of details and evidence presented in support of the main point. 	

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		<ul style="list-style-type: none"> ▪ Use materials from other subjects across the curriculum for good samples of expository passages. Select passages appropriate to the grade level from other sources as well. ▪ Organise a treasure hunt game in which individual students (or small groups) are given a set of instructions and directions to find a hidden treasure. Students must read the information and interpret the clues correctly to find the treasure. Award points to each instruction correctly interpreted. 	
C – 2. Responding to Literature	<p>18. use a story grammar to analyse narrative texts</p> <p>19. identify the point of view used by an author in a narrative; discuss the difference between first and third person narration</p> <p>20. analyse characters, their traits (qualities) motives and the effect of their actions on the development of the plot of the story</p> <p>21. identify the theme of a story and discuss how the author expresses that theme, e.g. through the characters and their actions</p>	<ul style="list-style-type: none"> ▪ Extend students’ ability to analyse the structure of narratives by using the story grammar. (See suggestions in corresponding section under Grade V and the Teacher’s Guide for additional suggestions). ▪ Include one or two good biographies and autobiographies (or extracts from same) suitable for grade level, and have students compare use of first and third person narration. Also select some stories that use 1st and 3rd person points of view and have students identify the narrator (persona telling the story). ▪ Help students to build on knowledge about theme and to identify themes by building on work done in Grade V. As a starting point revisit the notion of theme as ‘moral’ of the 	<ul style="list-style-type: none"> ▪ Large chart (on Bristol board or flip chart paper) of story grammar. Smaller printed sheets with blank diagram for students’ use in mapping the grammar of stories that they read. ▪ A selection of literature, fiction, poetry, drama, biographies and autobiographies suitable for the grade level. ▪ Art materials for depicting characters,

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	<p>22. identify the setting of the story and determine how it contributes to the overall mood of the narrative</p> <p>23. identify the theme of a poem and discuss how the poet’s choice of words, the imagery, figurative language, the rhythm and the rhymes contribute to its overall meaning</p> <p>24. determine the difference between fantasy and reality</p> <p>25. identify the forms of fiction and talk about the characteristics of each</p> <p>26. identify figurative language (imagery, frequently occurring literary devices) used in literary texts at their grade level and discuss their contribution to and their effect in the text (e.g. simile, metaphor, personification, onomatopoeia).</p>	<p>story, but help students to extend their understanding of theme by exploring how the author conveys meaning in the story through the characters, their actions and the events presented. Guide students and help them to gain independence in identifying theme through guided reading, discussion and interpretation of character actions etc. Students will need considerable guidance from teacher before they will be able to determine themes on their own.</p> <ul style="list-style-type: none"> ▪ Include selections of adventure stories, Science fiction, fables etc in the class library and encourage students to make selections of different types during independent reading. Use some of these text examples for whole class reading activities to sensitise students to the characteristics of each type. Include culturally relevant (and significant) literary pieces. Link with social Studies. ▪ Help students extend their understanding of setting – the place and time of the story. Have them examine how the author presents the setting and its contribution to the story. ▪ Link with art, have student represent the setting in pictures. Let them also draw their favourite character(s). 	<p>setting etc.</p> <ul style="list-style-type: none"> ▪ Blanks of Venn diagrams for identification of points of similarity and difference of characters. ▪ Materials for blurbs, notebooks for reading logs / journals. ▪ Video versions of stories for viewing and comparison with print version. ▪ A class library with a wide selection of reading materials. Access to school and local libraries. ▪ (Access to) TV monitor, VCR. ▪ Notebooks for response journals. ▪ Selected resources listed in the foregoing sections and in the Grade V curriculum.

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		<ul style="list-style-type: none"> ▪ Have students compare characters in a text or characters from different books that they have read in which characters deal with similar issues. Use a Venn diagram to help students isolate pertinent information and note points of similarity and difference. Link with writing by having students use the information in the diagram to develop two or three paragraphs in which they compare and contrast the characters. Link with listening and speaking by having students make oral presentations on the subject. Additionally, provide further opportunities for / links with listening and speaking by having students justify the actions of a character. ▪ Link with writing by having students write blurbs for the books they have read. Encourage varied responses to literature by having them draw, paint, role-play (pretending to be a character) and write, using a text type of their choice and that they can justify as appropriate for the purpose. ▪ After full discussion of a story, let them work in groups to present the events in the form of a scene or a skit which they can then role play. ▪ Continue to use poetry selections and extend students' ability to read and analyse the poems by helping them to focus on key elements such as theme, rhythm, rhyme, punctuation, 	

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		<p>line length, figurative language and imagery and discussing the effectiveness of each in contributing to the main message of the poem.</p> <ul style="list-style-type: none"> ▪ Select video versions of a few of the stories that students have read. Set purposes for viewing. Have students compare the film and book versions of the story. Use guided questions to have them focus on salient points such as presentation of characters, plot etc. ▪ Have students keep reading logs / journals. Use reading conferences to discuss selection and range of books selected by students and to help them make good choices, to monitor their progress and to guide them to more advanced books when needed. ▪ Organise small groups for shared reading activities. Have students bring in books that they have read at home for sharing. Link with writing by having them write book reports in which they discuss plot, character, theme, resolution. 	
C – 3. Vocabulary Building and concept development	<p>27. use new texts that they read, especially expository texts to find new words</p> <p>28. identify common foreign words (not English derivations) that</p>	<ul style="list-style-type: none"> ▪ Have students read a wide and varied selection of texts as a means of developing their vocabulary. Allow time for sustained silent reading during the day and encourage students to read books at home. 	<ul style="list-style-type: none"> ▪ Charts/ clusters / semantic maps showing word families. ▪ Note books for Word Banks. Word Banks from

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	<p>occur in the selections they read</p> <p>29. identify the meaning relations of clauses linked by particular connectives and conjunctions</p> <p>30. use connotations of words to convey subtle meanings</p> <p>31. identify common figures of speech used in texts and determine how they contribute to the meaning or the theme of the piece</p> <p>32. read widely to build on their repertoire of words</p> <p>33. use a dictionary and a thesaurus to verify their understanding of the meaning of a word and to select alternative words that have the same meaning</p> <p>34. show that they understand the difference in meaning between commonly confused words</p>	<ul style="list-style-type: none"> ▪ Help students extend vocabulary and achieve ownership of new words learned by having them continue to use <i>Word Banks</i> for recording words and their meanings in original sentences. Allow them to use the <i>Word Banks</i> as a resource for writing. ▪ Have students learn to use the dictionary properly to check word meanings, word pronunciation and to verify the spelling of words that are complex and unfamiliar. ▪ Teach students to use the thesaurus to check for alternative usage, e.g. connotations. ▪ Use the chalk / white board or a large sheet of flip chart paper; make a list of words in one column. In a larger column to the right and corresponding to respective words in the left column list some examples of connotations of the words e.g. for <i>ate</i> (denotative) list some connotations such as: <i>nibbled, gobbled</i> etc. Have students come up with examples for the other words. Let students work in small groups to find as many examples of connotations as they can for the words listed. Have groups discuss the meanings and use them in sample sentences. Organise small groups to discuss the words they found and present examples of sentences to illustrate the meanings. This can be set up as a game. See 	<p>previous years.</p> <ul style="list-style-type: none"> ▪ Reference materials, e.g. a good dictionary, a thesaurus, encyclopaedias. ▪ Lists with common literary devices and examples of their use. ▪ Lists with denotation and connotations with examples. ▪ Materials for matching word games. ▪ Selected resources listed in foregoing sections and in the Grade IV and V curricula.

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		<p>Teachers' Guide.</p> <ul style="list-style-type: none"> ▪ Use reading sessions to help students develop awareness of the use of figurative language. Guide students to read carefully to note the use of the images / devices and to discuss their effect in the poem / story or other literary selection. ▪ Organise games in which students can match roots with appropriate affixes. See Grades IV, V and the Teachers' Guide for other suggestions for word games ▪ Have students continue to use <i>Word Banks</i> for making entries of new words and their meanings and for using the Bank as a resource for reference. ▪ Make a list of commonly confused words such as <i>lend / borrow; bring / carry; among / between</i>. Prepare a fill-in the blank exercise in which students select the right word for the sentence context. Structure sentences so that only one word can fit. ▪ Use a cloze procedure (See Teacher's Guide) to have students fill in words appropriately in slots to reflect their meanings. 	

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D. Reading and writing connections	35. respond to texts that they have read in various ways	<ul style="list-style-type: none"> ▪ Have students present book reports to small and whole class groups. Have them also work in pairs to share stories they have read and to talk about their response to them. ▪ Present examples of well-written book reports for reading and discussion. Make sure students are clear about the features / characteristics of a report before asking them to write one. ▪ Allow students to use art (drawing, painting) to represent aspects of texts that they have read, e.g. to draw and paint characters, setting of story. ▪ Have students make up songs / jingles about characters. ▪ Have students make dust covers for books they have read and write blurbs. 	<ul style="list-style-type: none"> ▪ Art materials for representing their impressions of aspects of story visually. ▪ Text examples of well-written book reports. ▪ Selected resources listed in foregoing sections.
E. Attitudes and Interest	36. engage in sustained silent independent reading every day 37. use books as a major source of information and enjoyment 38. discuss books they have read with their classmates 39. retell stories that they have read	<ul style="list-style-type: none"> ▪ Provide opportunities every day for students to read silently and independently. ▪ Teach students how to use reference texts as resources for finding materials. ▪ Organise small groups for shared reading activities. 	<ul style="list-style-type: none"> ▪ All the resources listed in foregoing sections and teacher as a resource to teach explicit concepts, monitor students' reading, give feedback and teach strategies for correcting misunderstandings during

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		<ul style="list-style-type: none"> ▪ Link with listening and speaking and provide opportunities for students to make oral presentations about books they have read. 	reading, guiding students to make good reading choices.

Writing

General Outcomes for Writing

In Grade VI students are expected to extend their abilities to write compositions that are clear, coherent and focused. By the end of Grade VI students should be able to:

1. show ability in the learning outcomes for writing listed in Grade V
2. select the text type best suited to their purpose for writing
3. write an expository composition of many paragraphs that uses a clear pattern of organisation
4. use different organisation patterns (as appropriate) to develop an expository paragraph
5. select a topic, develop it and provide adequate and appropriate supporting information
6. write a story using an appropriate point of view and developing a plot
7. write a response to literature that reflects careful reading and understanding
8. write a persuasive composition in which they state a clear position and provide evidence to support it

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III. Writing			
<ul style="list-style-type: none"> • Writing for different Purposes 			
A – 1. Writing for self / for personal pleasure and enjoyment	<ol style="list-style-type: none"> 1. maintain a reading journal 2. maintain a writing journal and use it as a resource for ideas for writing 	<ul style="list-style-type: none"> ▪ Have students keep a reading journal or log to record the texts that they have read and to write down their responses to it. ▪ Help students to extend their ability to use a journal for writing. Have them develop their resources for writing, e.g. reading, reflection, observation, and recall - and to write down their thoughts and ideas for writing in the journal. Occasionally allow them to select a topic for writing and to use their journals to help them come up with ideas for the composition. Encourage them to use the journals for writing down poetry and other text types that they may not want to share immediately. 	<ul style="list-style-type: none"> ▪ Notebooks for reading and writing journals. ▪ Activities that allow students to develop and use their personal resources for writing e.g. trips for observation, text types that are models of the particular type being taught.
A – 2 Writing for others – A – 2.1. Writing for chosen audiences and for communication with others	<ol style="list-style-type: none"> 3. select the text type that is best suited to the purpose for writing and to the intended audience 4. write personal letters, using a suitable format, tone and language most appropriate to the intended audience 5. write letters / notes of apology, invitation, complaint, thanks 6. write a letter to the editor of a 	<ul style="list-style-type: none"> ▪ Provide students with the opportunity to read, discuss and examine the features / characteristics of different text types. Give them guidance in selecting the text type that is best suited to their purpose until they can make independent choices with confidence. ▪ Review / teach the format of the friendly and business letter. Have students decide on the audience for whom the communication is intended. Have them shape the communication focusing on appropriate tone, 	<ul style="list-style-type: none"> ▪ A selection of different text types for critical reading and analysis and to observe their characteristics. ▪ Several examples that model different types of personal notes / letters: thanks, apology, invitation, complaint etc. ▪ Checklist of important

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	newspaper or magazine stating a position	<p>and language to convey the message.</p> <ul style="list-style-type: none"> ▪ Have students write about real issues of concern to them in the school and community. Have them write with a particular paper or magazine in mind. Have them use process approaches to revise their letters (e.g. letter to the editor). 	characteristics for student evaluation, revision and editing of particular text type.
A – 2.2. Writing for school purposes	<p>7. write expository compositions that consist of several clear and coherent paragraphs</p> <p>8. choose a topic and develop it; include a main idea and adequate examples, relevant information as evidence to support it</p> <p>9. use different organisation patterns to develop an expository paragraph; e.g. compare and contrast; by order of importance of the points being presented; by building up to the most important point</p> <p>10. write a paragraph / composition in which they state a problem and offer (a) solution(s)</p> <p>11. present an interesting introduction and suitable conclusion for their compositions</p>	<ul style="list-style-type: none"> ▪ Bring to class examples of expository paragraphs for critical reading, discussion and observation of features. Have students work in small groups to read and make a list of features that they observe. Have groups present their findings to the whole class. Consolidate concepts with whole class group. List features and characteristics on board / chart. Make sure that students are familiar with a particular pattern of organisation before asking them to write using that pattern. ▪ Choose examples that model different types of writing (expository, persuasive, autobiography, biography) for reading and discussion. Help students to see the features / characteristics of each text type. Choose examples that are simple, clear and that reveal distinguishing features of the text. Do not introduce all text types at once, but go through a selection, helping students to understand the message and content, then focusing on features of the text, identifying the intended audience etc. Examples should all be suitable 	<ul style="list-style-type: none"> ▪ Good models of different types of text using patterns of organisation that are being taught. ▪ Graphic organisers to help students organise information for writing. ▪ Resource materials for research – encyclopaedias, trade books, technological support and access to computers and online information, access to school and public libraries. ▪ Blank Venn diagrams for organisation of compare and contrast paragraphs. ▪ Frame outlines for students to organise their ideas and points for compositions.

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	12. state a thesis for the composition and provide adequate support in the form of an explanation or persuasive evidence 13. select a pattern of organisation best suited to the composition 14. write a story / narrative composition in which they present a setting, establish a plot and characters 15. use narrative devices such as dialogue 16. write responses to literature e.g. a book report; an interpretation of the text that shows careful reading and understanding of it 17. use examples and textual evidence to illustrate and support points made in the report / interpretive composition 18. write a persuasive composition in which they state a clear position and give evidence to support it 19. organise supporting points and evidence in the most effective order	for the grade level. <ul style="list-style-type: none"> ▪ Teach students basic types of comparison and contrast organisation. Have students state clearly the two things they are comparing and contrasting. ▪ The first type of organisation: (1) present the similarities between the two things (one paragraph) (2) present the differences between the two things (one paragraph). ▪ A second type: (1) Present 1 similarity and give an example to illustrate it in each object. (2) Present the second similarity and show how it is manifested in both objects (work through similarities in this way). ▪ (3) Present the 1st difference and give an explanation and example to show how it is manifested in both objects. (4) Present the second difference and give an explanation and examples to show it is manifested in both objects. Work through differences in this way. (See Teacher’s Guide). ▪ Extend students’ ability to write stories. Use interesting and well-written examples of stories in the reading programme for critical reading and discussion. Focus on how the plots are developed and on the presentation of characters, use of dialogue, use of sensory 	<ul style="list-style-type: none"> ▪ Large chart displaying the story grammar of one of the texts students have read. ▪ Sheets for individuals with the blank map of the story grammar for use by students to map out their stories (if needed). ▪ Semantic maps showing word families, denotation and corresponding connotations of words. ▪ Examples of figures of speech with explanations of their functions and examples of their use. ▪ Materials from other subject areas across the curriculum: topics, problems, and experiments. ▪ Selected resources listed in Grade IV and V curricula.

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	20. write a short research report in which they pose a question and answer it thoroughly in the paper 21. consult encyclopaedias, online materials on the computer and other sources to get information for a research report 22. conduct interviews with relevant people to get information for a report 23. select words (exact nouns, verbs, adjectives) that best convey the intended meaning	<p>details etc. Use a story grammar to help students understand the structure of story. Students write their stories. Organise small groups or pairs for shared reading and for classmates / partners offer feedback. Have students use process procedures to revise and edit their work. Have students use a checklist of guided questions to help them revise for organisation of events, word choice, use of sensory words, punctuation and grammar. Allow the student who is reading the composition to write down the responses to the questions and to organise them into a paragraph to give as feedback to their partner. (Incorporate selected student editorial comments as part of in-course assessment – See final section of this document)</p> <ul style="list-style-type: none"> ▪ Link with Listening and Speaking by having students give an oral presentation of their story. Establish the “author’s chair” so that individual students have an opportunity to present and answer questions. ▪ Use topics from subjects from across the curriculum to have students write a research report. Organise this as a small group project. Have students work in small collaborative groups to research the topic and prepare the report. Have the group select the question or questions (about the topic) that they want to address in the report. Guide them so that they 	

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		do not have questions that are unmanageable (i.e. that will require too much information that they cannot cover adequately in the report). Have them do searches for information; e.g. in encyclopaedias, on computers (online), by talking to people who know about the topic. Provide guidance to the whole class on how they can incorporate information that they have researched into the report. Have them observe appropriate rules for presenting quotations etc. Use charts with significant information for student reference. Have groups present their reports and let other groups listen / read it and make comments.	
B. Using process strategies for shaping their writing	<p>24. use a range of prewriting strategies to generate ideas for writing</p> <p>25. use strategies to organise their ideas / points for writing e.g. webs, clusters, simple outlines</p> <p>26. revise and edit their work to improve it and prepare a good final draft</p> <p>27. use a checklist as a guide to revise and edit their compositions</p>	<ul style="list-style-type: none"> ▪ Continue to help students to improve as writers by integrating process approaches into all aspects of their writing, including writing in other subjects. ▪ Use appropriate warm up activities before asking students to write. Guide students to generate ideas by having them use appropriate prewriting strategies such as brainstorming, reading, studying models that illustrate the features / characteristics of particular text types. ▪ Work with students to generate checklists of guided questions to help them read their compositions critically. Provide guidance on ways in which students can improve aspects 	<ul style="list-style-type: none"> ▪ Selected resources listed in the Grade IV and V curricula. ▪ Review charts illustrating important steps and procedures of applying the process approach. ▪ Appropriate checklists of questions to guide individuals and small groups in critical reading, revising and editing their compositions. ▪ Access to reference resources, e.g. a good dictionary and thesaurus,

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	28. read the composition of a classmate and offer helpful comments based on a critical reading of it, using a checklist to guide the reading	of their writing. <ul style="list-style-type: none"> ▪ Organise writing conferences with individuals for the purpose of going over a student’s writing, discussing it with the student and helping him / her approach the task of revision with confidence. ▪ Provide opportunities for pair and small group work in which students present their writing and have others in the group listen critically and comment on it (using appropriate checklists to guide them in identifying the features / characteristics that they should look for). 	other resource materials in the class, school and community libraries.
C. Research skills	29. select and use information from various sources for developing their abilities in all strands of the language arts 30. use library and online resources to find information 31. use basic word processing skills to prepare a simple report 32. use appropriate documentation for material they use from different sources	<ul style="list-style-type: none"> ▪ Help students to develop an awareness of the range of sources they can use to search for information for their research reports / projects. ▪ Liaise with the school / community librarian to teach students how to use the card catalogue to access reference materials that they need. ▪ Teach explicitly the procedures for documenting information taken from other sources. Link with lesson on punctuation to teach appropriate use of inverted commas. 	<ul style="list-style-type: none"> ▪ Access to school and local community libraries. ▪ Access to information technology lab at school or arrange for group use in community centre(s). ▪ Models of well-written summaries and paraphrased paragraphs. ▪ Other selected resources listed for Grades IV and V.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
		<ul style="list-style-type: none"> ▪ Teach students explicitly how to paraphrase and summarise information. ▪ Link with information technology instruction to help students learn how to access relevant online sources and to use the computer to prepare a simple report. 	
D. Technical aspects of writing			
D - 1. Language conventions for writing and speaking	<p>33. write and speak using standard English.</p> <p>34. write sentences in English that are grammatically accurate and clear</p> <p>35. use simple, complex, compound and compound-complex sentences in their writing</p> <p>36. use appropriate coordinating and subordinating conjunctions in their sentences</p>	<ul style="list-style-type: none"> ▪ By integrating the different domains, provide several opportunities for students to speak and write using standard English, for example, in oral presentations, in making comments on the presentations made by others, in writing across the curriculum. ▪ Use examples of writing that exemplify excellent use of English. Through critical reading and discussion of these models and through wide reading of a number of selections help students to develop an awareness of grammatical English and of the sentence varieties (see Outcome # 35) that can be used to express their ideas. ▪ Build in revision sessions for inspecting the correctness of sentences in prepared oral and written presentations. ▪ Teach students about connectives (coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> ▪ Text selections that exemplify excellent use of English. ▪ Charts showing sentence connectives both coordinating and subordinating conjunctions with excellent examples of their use. ▪ Prepared checklists that guide students to look for accurate use of punctuation marks. ▪ Charts (for whole class use) and strips of paper (for small group and individual use) with clauses and punctuation marks printed on.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
		<p>explicitly). Teach mini-lessons (as needed) on sentence combining to individuals and small groups who need explicit instruction in writing with greater complexity.</p> <ul style="list-style-type: none"> ▪ Have students read widely. Maintain a class library and include a variety of good texts that are of interest to boys and girls: fiction, non-fiction, historical stories, drama, and poetry. Have students discuss the texts they are reading in whole class, small groups and pairs. Encourage the use of Standard English for these discussions. ▪ Select examples of sentences using different coordinating and subordinating conjunctions from the texts that students are reading. Write down examples of sentences on the board or on flip chart paper. Highlight the conjunctions. Discuss their functions in one sentence at a time. Help students to see how the choice of connective changes the meaning relationship between (expressed by the conjoined clauses). ▪ Inspect students' work carefully and make a note of sentences that are not well formed. Use these as teaching points for the student in particular and for other small groups who need explicit instruction in this area. First teach the grammar points most needed by 	<ul style="list-style-type: none"> ▪ Reference materials e.g. A dictionary and a <i>handbook of style, grammar and usage</i> to check punctuation.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
		<p>students (find out by reading their work regularly) to repair problems early.</p> <ul style="list-style-type: none"> ▪ Prepare a sheet of simple sentences and clauses. Write down a list of connectives. Have students use the connectives to combine clauses and sentences to make complex, compound and compound-complex sentences. Have students work in pairs or small groups. Set this up as a game (See Teacher’s Guide for suggestions). ▪ Teach punctuation of sentences explicitly as needed. Prepare strips of paper with clauses and simple sentences written on them (for small group and individual use). Write sentences on a large sheet of Bristol board or flip chart paper for use with the whole class. Leave out all the punctuation marks (capitalisation included). Write down a list of connectives and appropriate punctuation marks on the board / separate pieces of paper. Have students combine the sentences and punctuate them. Give immediate feedback to the class. 	
D – 2. Vocabulary use and Spelling	<p>37. use new words they have learned accurately in their writing</p> <p>38. select words carefully to convey the intended meaning</p>	<ul style="list-style-type: none"> ▪ During the revision stage of writing have students pay close attention to their choice of words. Teach mini-lessons as needed to help students recognise words with finer shades of meaning e.g. connotations (e.g. <i>eat – gobble, nibble, munch</i>), use of adverbs to give 	<ul style="list-style-type: none"> ▪ A dictionary and thesaurus. ▪ Charts with lists of words and figures of speech with examples.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
	<p>39. use words that reflect finer shades of meaning (e.g. connotations) in their writing</p> <p>40. use words with sensory appeal to present descriptions, characters and in their writing where appropriate</p> <p>41. to explore spelling patterns of consonants</p> <p>42. to use appropriate endings for comparatives</p> <p>43. to recognise, spell and show understanding of the meaning of the prefixes –in; -pro and -sus</p>	<p>colouring (e.g. <i>swift – swiftly</i>).</p> <ul style="list-style-type: none"> ▪ Use poems and selections that make good use of words with sensory appeal to create vivid images. Engage students in critical reading of the poems. Have them identify the use of images and have discussions with them to determine the effects created by the use of figurative language. ▪ Find words with patterns using c followed by a vowel e.g <i>ci, ca, co, cu</i>. Make a list of the words on the board and ask children to read the words and pay attention to how they sound. Help them formulate a rule (<i>the c is pronounced softly when it is followed by i.</i>) Compare with other c + vowel combinations in the list. ▪ Have students work in small groups to inspect the dictionary to find words that begin with <i>in, pro</i> and <i>sus</i>. (Have a list of your own ready) Have students also check the dictionary for the meanings of the prefixes. Teach meanings explicitly, e.g. <i>in</i> = not; <i>sus</i> = under (a version of <i>sub</i>) etc. Make up a list of other words but omit the prefixes. Have students select the right prefix to go with the word. 	<ul style="list-style-type: none"> ▪ Charts with graphic organizers showing word families. ▪ Texts that exemplify the use of words in context. ▪ List of prefixes and root words. ▪ Prepared exercises for problem solving using prefixes appropriately. ▪ A wide variety of reading material.

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
		<ul style="list-style-type: none"> ▪ Encourage students to read widely – this is the best ways for them to develop a wide vocabulary. 	
D- 3. Grammar	<p>44. use personal and possessive pronouns accurately</p> <p>45. use indefinite pronouns accurately</p> <p>46. use present and past verb tenses accurately</p> <p>47. use the past perfect and future perfect verb tenses accurately</p> <p>48. revise their work to eliminate any errors of concord (subject / verb agreement); and errors of agreement between pronouns and their antecedents</p>	<ul style="list-style-type: none"> ▪ Teach grammar as needed. Organise mini-lessons in which you give explicit instruction to students who are having difficulty with certain elements of grammar. ▪ Use grammar games to help students practice the grammar concepts that they have difficulty with. [See the Teacher’s Guide for some suggestions] ▪ Prepare checklists presenting simple statements and examples of accurate use of elements taught (for use in revision). ▪ Organise small group and pair work so that students who have a strong command of the use of the language can work (in collaborative groups) with those who have difficulty 	<ul style="list-style-type: none"> ▪ A style, grammar and usage manual for reference. ▪ Appropriate checklist for use in revision. ▪ Visual aids to highlight grammar points being taught. ▪ See TG for additional list.
D. Attitudes and Interest	<p>49. show positive attitudes towards writing</p> <p>50. persevere to complete writing tasks</p> <p>51. revise, reorder sentences for clarity and better organisation; select words for their more precise meanings</p>	<ul style="list-style-type: none"> ▪ All the suggestions listed in the foregoing sections. ▪ Link with reading so that students are constantly presented with good models for discussion and examples for shaping their writing ▪ Provide support for students by organising individual conferences to discuss the progress 	<ul style="list-style-type: none"> ▪ All the resources listed in the foregoing sections

Domains and Categories	Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade VI students should be able to</i>	Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i>
	52. reflect on their own writing and show willingness to work to improve it 53. evaluate their writing and that of others	of individuals and to give help where this is needed.	

Assessment – Grade VI

Assessment

In Grade VI it is important to evaluate students' ownership of the concepts explored in the curriculum through different forms of assessment. The various forms of record keeping about the student that were used throughout the year, as well as the student's evaluation of his / her progress in all domains should therefore be considered in conjunction with the more formal assessments that are given in the form of quizzes, term tests and end of year promotional examinations. Indeed, the isolated test and the promotional examination should not be the only forms of assessment used to determine a student's readiness and capability to move on to a higher, more advanced level. The curriculum promotes a holistic and integrated approach and the forms of assessment used must be consistent with that approach. The methods that are used to assess should be closely related to the day to day learning experiences of the students and we should sample a range of key outcomes from all the domains to assess student performance, thereby allowing for a more comprehensive evaluation of a student's ability.

We should keep track of students' learning experiences throughout the year by maintaining anecdotal notes, evaluating specific activities in all domains in which classmates were involved and presented records (notes) of their discussions, self-evaluation by the student, work samples in student portfolios, quizzes and discrete tests given at different times throughout the year. Project work done by collaborative groups should also form a part of the overall assessment of the students participating in such activities.

We can involve students more actively in the assessment process by first letting them know that this will be done and by allowing them to offer specific selections from their portfolios for evaluation. We should inspect the entire portfolio to determine progress over the course of the year. In addition, we could maintain the other forms of testing used traditionally in the school, such as normal tests and end of term / end of year examinations to assess performance at critical end points of the learning experience at the relevant grade level. The specific weighting of these components can be decided by the school as a community or in consultation with the relevant Ministry of Education if the continuous assessment will be used for promotional purposes and placement to the secondary school.

In the earlier grades we have recommended that an entry level assessment be done at the beginning of the year to determine whether the students have mastered the standards set for the previous grade. We recommend this at the start of Grade VI as well. The entry-level assessment will give teachers a good idea as to the abilities of the students who have been promoted to the grade and to determine whether there are gaps in their learning with regard to key standards for the previous grade. Use the information from the assessment to plan instruction and to prepare a programme to help students who have not acquired particular skills to get the additional teaching that they need to bring them up to the standard needed for them to function successfully in Grade VI. The information from this entry level assessment will also make it possible for teacher to decide on the grouping patterns they will use initially to promote interaction for the benefit of all the students.

As we indicated for Grade V, it is important to focus on the particular concepts that need to be re-taught and to schedule special sessions at the start of the year to revise these with students who need additional help, so that they can continue with mainstream activities and avoid falling behind during the course of the year. The entry-level assessment is important as it will enable the teacher to have a more accurate idea of where students are with respect to the standards in selected domains, to determine where to begin and how to plan instruction. Not all standards will be tested at entry level. A sample of critical skills in each domain can be selected for testing at entry.

As suggested for Grade V, formative assessment is integrated into the activities on an on-going basis so that the teacher will have the necessary evidence to determine if re-teaching of a concept is necessary and to schedule re-teaching at the earliest opportunity to avoid gaps in the students' learning. Some students will require more attention than others and will need to be monitored closely and given special attention to ensure that there are no gaps in their learning and that they attain the standards of Grade VI.

In Grade VI students are required to do more complex and challenging tasks and the instruction they receive has to be systematic and must focus on helping them to acquire the required skills. The materials to which they will be exposed in all content areas across the curriculum will be more advanced than in Grade V, and they will be required to focus on the tasks that they are given and to indicate instances in which they do not understand concepts. We must therefore be careful to create an environment in which students feel comfortable to ask questions. will need to continue the careful monitoring of student performance on the domains. The ongoing monitoring can involve anecdotal notes taken by the teacher during the reading and writing conferences with individual students, specific evaluation based on the tasks done by the students throughout the year and also discrete tests and quizzes that may be given. In addition, the students should be encouraged to evaluate their own progress and teacher may introduce a log which the students can use for this purpose.

Another strategy that can be used as part of the continuous assessment is the use of the portfolio. Students and teacher select samples of students' work that represent the student's ability at different points in the year. The entire portfolio can be used at the end of the year as part of the final assessment to provide a comprehensive profile of the student. More importantly, however, the portfolio can be referred to by the teacher and the student during the course of the year to discuss the student's progress. Each student should have an individual portfolio in which he / she keeps samples of work from across the curriculum that reflects abilities in writing. A reading log can also serve the same purpose to determine whether students are reading material of a sufficiently wide and varied range, but tests that elicit more pointed responses to indicate understanding of what they read and their ability to overcome misunderstandings in reading will also have to be given. The curriculum includes a range of writing activities all of which can be used for formative assessment – i.e. as the basis for determining student progress throughout the year and to teach or re-teach concepts as needed.

Some countries use the Common Entrance Examination at the end of the sixth grade for promotion to the secondary school system. In such cases, these examinations are used as the final year assessment. It is important that these examinations reflect the standards for the sixth grade presented in this curriculum and sample performance on selected key outcomes that students will need to perform successfully at secondary level. An alternative to such a final examination is the continuous assessment approach which could include pre-determined standards tests given throughout the year.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
1. Word recognition	<p>A. Entry level Standards: II. ii.</p> <p>Entry-level assessment seeks to find out</p> <p>1. whether students can identify the shades of meaning of words that are used in a particular context</p>	<p>a. Give students a short extract from an early Grade VI text. Check for fluency and accuracy in reading the text and pay attention to students' understanding of two or three words that are used for their connotative meanings.</p>	<ul style="list-style-type: none"> • A short expository text from a Grade V text. A selection on a subject of general interest or one from another subject across the curriculum would be appropriate <p>OR</p> <ul style="list-style-type: none"> • A short narrative appropriate to grade level 	<ul style="list-style-type: none"> • Based on the results of the entry-level assessment, determine the needs of students and (i) prepare topics for teaching (ii) plan revision of concepts if needed; (iii) consult curriculum to schedule programme.
	<p>B. Monitoring progress</p> <p>Standards: I.1. i; II. 1. ii; IV. 1. ii. V. 1. i. & ii.</p> <p>2. Monitor progress towards the mastery of the skills indicated in the standards. Assess individual progress every four to six weeks.</p>	<p>b. Monitor students understanding of new words that occur in the materials that are presented at grade level. Do this on a regular basis during reading conferences.</p> <p>c. Take periodic reading records of fluency ability to recognise words.</p>	<ul style="list-style-type: none"> • Expository passages appropriate to grade level • Narratives appropriate to grade level • Other literature selections appropriate to grade level • Reading record forms (see Teachers' Guide) • A reading log for student. 	<ul style="list-style-type: none"> • Instruction is towards the achievement of the standards listed under Sections II through V. • Schedule individual sessions with students, particularly those who are not fluent and accurate. Use the sessions to teach them strategies systematically. • Schedule time for group and individual reading every day. • Schedule time for discussion of material read every day and check students' understanding of what is read. • Schedule reading conferences on a regular basis.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>C. Assessing attainment of the standards</p> <p>Standards 1.II, i.& ii.</p> <p>3. Final assessment should determine whether students have achieved ii at grade level.</p>	<p>d. Assess understanding of word meanings in context.</p>	<ul style="list-style-type: none"> • Short selections of narrative and expository text or a poem. • Photocopied text selections with space for making notations between lines or blank forms for taking running records (see <i>Teachers' Guide</i>). 	<ul style="list-style-type: none"> • Include notes on each student's fluency, ability to recognise and read words automatically. • Check specifically for ability to recognise different shades of meaning in selected words (e.g. connotations) in context. • Indicate those who may need individualised attention early in Grade VI.
2. Vocabulary, concept development, and word study / analysis	<p>A. Entry level</p> <p>Standards: 2. I. ii; 2. II. i. IV. i & ii; V. i. & iii.</p> <p>1. On entry, use any of the suggested standards (listed above) to assess students' understanding of words used figuratively.</p>	<p>a. Use a narrative, short fiction selection or a narrative poem. Allow students to read the selection and to respond to one or two questions that focus specifically on the (a) the identification of selected examples of figurative language to which students would have been exposed in Grade V, and to explain their contribution to the meaning of the selection.</p>	<ul style="list-style-type: none"> • A short story or a poem. 	<ul style="list-style-type: none"> • Use the entry-level assessment to determine whether students are able to recognise words used figuratively in a selection. Focus only on those types to which students would have already learned in Grade V. • Plan vocabulary instruction during the year to include recognition of words for their connotative meanings. • Ensure that students build skill in using a dictionary and thesaurus.
	<p>B. Monitoring progress</p> <p>Standards (2).I, i; II. i – v; IV. i.- iv; V i. iv; V. i. – iv.</p>	<p>b. Students will be working throughout the year to achieve the standards in this strand (see 2. Domains I through VI). Activities across all domains will be useful in helping them</p>	<ul style="list-style-type: none"> • Varied and interesting literary selections • Expository materials • Narratives 	<ul style="list-style-type: none"> • The objective of the monitoring assessments is to help students attain the standards and targets set for this strand.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>3. Monitor developing proficiency of students as they work towards mastery of these standards.</p>	<p>to develop vocabulary and to learn about denotation of words and connotation – related words used for a different shade of meaning.</p> <p>c. Monitor their ability to select alternative words to vary use and avoid monotony.</p> <p>d. Monitor vocabulary us including use of words to reflect particular shades of meaning) in planned oral presentations and in writing.</p>	<ul style="list-style-type: none"> • Poems • Other text types listed in relevant sections in Learning Outcomes at grade level. 	<ul style="list-style-type: none"> • Monitor students’ use of learned strategies to understand word meanings in context. Wide exposure to literary selections of varied type will help students build familiarity with varied uses of words and figurative usage in particular.
	<p>C. Assessing attainment of the standards</p> <p>Standards 2. I. ii; II. i. – iii; IV. i. & ii; V. i., ii & iii.</p> <p>4. Final assessment should consider attainment of these standards. . The final assessment of this strand across the domains can be tested in selected listening activities, planned oral presentations and written work.</p> <p>5. Tests set across the domains to include a component of this strand can be of discrete, short answer and free response types.</p>	<p>e. Assessment of this strand can be done in conjunction with other related strands across the domains.</p> <p>f. An oral presentation can be used to determine students’ ability to choose words carefully to convey meaning clearly. This can also be tested in narrative writing.</p>	<ul style="list-style-type: none"> • Selected texts for listening • Varied reading materials from different genres and subjects across the curriculum, particularly good literature selections appropriate to grade level that include use of figurative language. • Selected oral and written communication tasks designed for assessment purposes 	<ul style="list-style-type: none"> • Assessments of vocabulary use in oral communication should provide an indication of areas to be emphasised early in Grade VI. Grade VI will build upon the skills developed in Grade V.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
3. Comprehension	<p>A. Entry level</p> <p>Standards 3 – I. i. ii & iii; II. i. ii, iii, iv, v, vii & viii; III, ii; IV.i. ii, iii & iv; V,i – iv.</p> <ol style="list-style-type: none"> 1. Entry-level assessment is done to determine whether students can read and understand materials at grade level. 2. Assessment at this stage will therefore focus on how well students read understand meaning of texts selected for Grade VI at a literal and implicit level and whether students can read to identify the main idea and supporting information; and whether they can determine information that is relevant or not to support the main idea. 3. Assessment will also determine whether students are able to use comprehension strategies learned in earlier Grades to understand what they read. 	<ol style="list-style-type: none"> a. Select a short expository passage appropriate to grade level and ask students to read it and answer some questions on it. This will give an indication as to whether they can understand the material at a literal level as well as make some inferences about it. Students may also be asked to summarise the paragraph. b. Entry-level assessment need not cover all the standards listed across the domains. Select key standards from those listed in the chart or indicated in Column 1 A (this section). Judicious selection of one or two areas will suffice to determine whether students understand grade level material. 	<ul style="list-style-type: none"> • Reading selections from those scheduled for the early part of the year • A listening text appropriate to grade level 	<ul style="list-style-type: none"> • Entry-level assessment should determine whether students can read and understand grade level materials and whether they are using the comprehension strategies they have learned as they try to understand the text. Indications of gaps in the knowledge of strategies and the inability to repair misunderstandings through the application of appropriate strategies will guide planning for instruction in the first few weeks. • Students who are struggling must be given explicit and systematic instruction at scheduled times to bring them up to level while the reading programme at grade level continues. Struggling readers also participate in work at grade level but time is scheduled to address their special needs in small group and individual intervention sessions in which the specific areas of weakness are addressed.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>B. Monitoring progress</p> <p>Standards 3 – I, i. – iii; II. i. – ix; III. i. & ii; IV. i. – iv; V. i. – iv.</p> <p>4. Throughout the year student progress on these standards is monitored on an ongoing basis. Several of these are new and more advanced standards which need to be explicitly taught. The objective of instruction is to enable students to attain these standards and become proficient readers of materials at grade level.</p> <p>5. The standards cut across all the domains (listening, reading, viewing, speaking, reading and writing). Understanding must be monitored on an ongoing basis across these domains through the various activities and tasks set on a weekly basis. Integrating activities will facilitate monitoring of the strands across the domains. Close checking of</p>	<p>c. Monitoring of student progress is continuous and will involve checking as you work with the whole class, small groups and individuals to determine whether students have acquired the skills.</p> <p>d. Specific testing of selected standards can be scheduled at appropriate times throughout the year as agreed upon by the School or Ministry of Education. While these tests will give some indication as to how well students have mastered specific standards, the results should also be used to plan further instruction and to help students acquire any knowledge and skills they may be lacking. These will be important preparatory activities before the final assessment at this grade.</p> <p>e. As a rule of thumb, the reading conferences (in small groups and with individuals) will give an idea of whether the students are fluent and whether they understand what they read.</p>	<ul style="list-style-type: none"> • Since monitoring is continuous, the full range of materials and resources used in Grade VI can be utilised to monitor student progress throughout the year. This is important because several of the standards in this domain are more advanced than those at Grade V and it is important to ensure that students have attained them as they are preparing for promotion to Grade VII. • Use of a reading log for each student will help to keep track of what they are reading and how they managed the text. 	<ul style="list-style-type: none"> • Monitoring should give an indication of student progress towards attainment of the standards. Instruction is planned to ensure that students master the required skills and acquire the standards for Grade V.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>student performance on the tasks set will provide an indication of how they are performing on each strand across the domains.</p> <p>6. Specific assessment of selected standards can be scheduled every four to six weeks.</p>			
	<p>C. Assessing attainment of the standards</p> <p>End of year assessment</p> <p>Standards: 3 – I,i. - iii; II,a selection from all listed; IV. all listed; V. i. - iv;</p> <p>7. Final assessment is to determine student attainment of the standards and mastery of requisite skills in all the domains for this strand at grade level. Assessment must sample critical skill areas and it may include those that had not been assessed specifically during the course of the year.</p> <p>8. Assessment needs to determine whether students understand materials at grade level</p>	<p>f. Different test formats for the final assessment, including discrete, multiple choice tests as well as short answer tests, summary and paraphrase may be used.</p> <p>g. Assess comprehension in different strands across the domains as set out in the standards. Select those standards that are critical for this grade level, particularly those that determine whether students can identify different text types and their characteristics.</p> <p>h. Assess students' ability to identify the main points made in an oral presentation.</p> <p>i. Assess ability to answer questions at the literal level, to make inferences and draw valid conclusions about a text at grade level.</p>	<ul style="list-style-type: none"> • A varied selection of expository materials appropriate to grade level (see Outcomes document). 	<ul style="list-style-type: none"> • Information gathered about student performance from the continuous assessment or monitoring activities done during the course of the year must be included with test scores of final assessment in preparing final evaluation and student profile.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	as well as the ability to read for different purposes.			
4 Features and analysis of Expository / informational materials	<p>A. Entry Level</p> <p>Standards: 4 – I, i - iv; II. i.;ii, iii, iv; IV. i. – iv; V. i. – v;v.</p> <p>1. These are minimum standards at entry to Grade VI. Entry level assessment activities can selectively sample the skill areas indicated across these domains or particular ones from those listed above.</p>	<p>a. Review information on students provided by the teacher from Grade V and use these as a basis to determine the areas to be tested at entry-level in Grade V.</p>	<ul style="list-style-type: none"> • Expository selections appropriate to grade level. These should be selected from texts scheduled for use during the first part of Term 1. 	<ul style="list-style-type: none"> • The standards listed under 4 (see chart of <i>Standards and Attainment Targets</i>, relevant pages in series 6 through 14) are those towards which students are progressing throughout the year. Plan instruction to facilitate their attainment of these standards. Several of these are more advanced than those listed for Grade V. Students will therefore require activities that engage their understanding of the concepts. Teaching should be explicit and care taken to ensure that students understand concepts.
	<p>B. Monitoring progress</p> <p>Standards: 4. I – all listed; II, all listed; III, all listed; IV, all listed; V, all standards listed; VI, i. & ii.</p> <p>2. These are the standards which students should attain by the end of Grade VI. Their developing proficiency in these areas should be monitored on an on-going basis. Specific assessment exercises can be scheduled every six</p>	<p>b. Monitoring of the standards indicated should be done on an on-going basis throughout the year. The tasks and activities that students are asked to do on a regular basis will give an indication as to whether they are moving towards mastery of the requisite skills. Specific assessment of selected standards should be scheduled for particular times during the year. students to attain the standards for the grade. Formal testing should be scheduled judiciously and at specified</p>	<ul style="list-style-type: none"> • Listening texts appropriate to grade level. • Expository paragraphs and informational reading selections on general topics of interest and subjects across the curriculum. Material that includes charts and diagrams (appropriate to level) should also be included as part of the material to be used. 	<ul style="list-style-type: none"> • Instruction should be designed to ensure that students master the requisite skills. Regular monitoring will indicate student progress towards attainment of the standards. The instructional activities can be integrated to give students an insight into the relatedness of the domains.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>weeks.</p> <p>C. Assessing attainment of the standards.</p> <p>End of year assessment</p> <p>Standards: 4 – I, All listed; II, All listed; III, i. and ii; IV, All listed; V, All listed; VI, i.</p> <p>3. These are the standards that students must have attained by the end of Grade VI. Students’ proficiency in the standards listed above should be assessed in term tests and at the end of the year, but some idea will have been obtained of students’ performance from the ongoing assessment used for formative purposes.</p>	<p>times throughout the year.</p> <p>c. Standards listed under Section 4 (see chart for <i>Standards and Attainment Targets</i>) for all the domains are important for the development of cognitive academic language proficiency. A selection from the list presented can be used for the final assessment. Reference to the TG will indicate suggestions for teaching and tasks to be given. Appropriate tasks can be developed by teachers of the grade for the final assessment.</p>	<ul style="list-style-type: none"> Expository paragraphs from content areas across the curriculum. Expository selections on topics of general information, of interest and appropriate to grade level. 	
<p>5. Features of narrative text; other types of literature and responding to literature</p> <p>Responding to literature</p>	<p>A. Entry-level assessment</p> <p>Standards 5. - I. i.& ii; ; II.ii, iii, iv, v, vii, viii, ix; IV. iii, iv, V. i. ii, v, vi, vii,</p> <p>1. These are the minimum standards for entry to Grade VI. Entry- level assessment should determine whether students have mastered the skill areas represented in the standards indicated. Assessment can sample</p>	<p>a. Assess students’ ability to present an oral report of a story.</p> <p>b. Assess students’ ability to compare and contrast characters in a story.</p> <p>c. Assess students ability to identify the key elements of the plot of a story.</p>	<ul style="list-style-type: none"> Narrative selections from the different genres listed in the Outcomes for this grade level Other literary selections appropriate to level 	<ul style="list-style-type: none"> Information derived from entry-level assessment of this strand should be used to plan instruction for students’ reading of different types of fiction (e.g., legends, folk tales, and adventure stories, science fiction appropriate to level) and other types of literature appropriate to grade level.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	selected standards from among those listed.			
	<p>B. Monitoring progress</p> <p>Standards 5 – I, i & ii; II. i. – xi; IV. i. – iv; V. i. – vi. VI. Iii.</p> <p>2. These standards should all be monitored throughout the year.</p>	<p>d. Ongoing monitoring of the standards listed for Reading, Speaking and Writing can be monitored in the context of students’ response to literature under standards listed at Section 5. Some of the standards are more advanced than those for Grade V. Some include new concepts and students need to be taught these systematically and with care.</p>	<ul style="list-style-type: none"> • Narratives from different genres • Other literature selections appropriate to grade level 	
	<p>C. Assessing attainment of the standards</p> <p>End of year assessment</p> <p>Standards 5 – I,i.& ii; II, ii, iii, iv, v, vii,viii, x, xi; IV, i.,iii and iv; V, i.,- vii.</p> <p>3. The standards listed for this strand can be sampled and tested formally. Some will have been assessed on an ongoing basis during the year. The final should focus on selected critical standards (see suggestions above).</p>	<p>e. Assessment of skills can be sampled from those listed for the analysis of literature and responding to literature strands. Areas not tested formally during the year should be sampled in the final assessment.</p> <p>f. The final assessment should focus on the standards indicated for these strands particularly selected new concepts that were introduced in Grade VI.</p>	<ul style="list-style-type: none"> • Narratives from different genres • Other types of literature 	<ul style="list-style-type: none"> • Test scores, from the end of year assessment as well as selected results from continuous assessment done throughout the year should be factored into the final evaluation of student performance to be submitted to the Grade VI teacher.
6. Writing	<p>A. Entry level</p> <p>Standards: 6.- V. iv,vii.</p> <p>1. These are the minimal standards that students</p>	<p>a. Some writing options can be given for the entry-level assessment, but it is important to assess student ability to write and organise a few paragraphs around a central idea.</p>	<ul style="list-style-type: none"> • Writing materials • Appropriate and interesting topics for writing 	<ul style="list-style-type: none"> • The information from this assessment should guide instruction. Begin where the students are and plan a programme to help them acquire the skills indicated in

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>should have attained on entry to Grade V.</p> <p>2. Assess students' ability to write a story.</p> <p>3. Assess students' ability to write an expository composition of many paragraphs.</p> <p>5. Assess students' ability to write a friendly letter.</p>			<p>the standards for this domain.</p>
	<p>B. Monitoring progress</p> <p>Standards: 6 – I. All listed; II all listed; III all listed; IV all listed; V; all listed;</p> <p>6. Student progress in achieving these standards must be carefully monitored throughout the year. A more formal assessment of selected standards and specific skill areas can be given periodically.</p>	<p>b. Monitor on a regular basis students' use of writing process approaches to revise and improve their writing.</p> <p>c. Continue to monitor students' progress in writing longer compositions, selecting the most suitable pattern to organise the composition.</p> <p>d. Continue to help them to use strategies to develop their compositions and to use process strategies for revision and editing their work.</p>	<ul style="list-style-type: none"> • Use the portfolio as a tool to determine students' progress in writing throughout the year. This will also give students an idea of how they are performing on the various writing tasks that are being taught in the grade. 	<ul style="list-style-type: none"> • Examination and discussion of students' work every week will give an indication of their progress in writing. • Regular use of process approach strategies should form part of instruction on writing and will help students achieve goals and confidence as writers.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>C. Assessing attainment of the standards.</p> <p>End of year assessment</p> <p>Standards - 6. V- All listed.</p> <p>7. Students must have attained these standards by the end of Grade VI. Final assessment should sample and test critical standards across domains in this strand.</p>	<p>e. Final assessment should focus on critical standards. Selected items from those listed can be tested. On-going assessment will also have given an indication of writing improvement over time. The writing portfolio should also be used as part of the final assessment. The weighting of the various components of assessment (continuous and final) can be determined beforehand, at the start of the year.</p>	<ul style="list-style-type: none"> • Refer to the <i>Teachers' Guide</i> and Learning Outcomes document for suggested resources. 	
7. Research	<p>A. Entry Level</p> <p>Standards: 7 – II. . i.-iii; V. i. ii,</p> <p>1. Entry level assessment for this strand focuses on students' ability to write summary notes based on information read. Either of the other two standards listed may also be used appropriately in an entry level assessment, using a specific task.</p>	<p>a. Students can be given a short writing task and asked to select some alternative words for some that they have used from the thesaurus. Their selections will have to be appropriate within the context.</p> <p>b. Students can be asked to read an encyclopaedia entry or to search a specific topic on the Internet (pre-selected by teacher) and to write notes <i>in their own words</i> to reflect the important points.</p>	<ul style="list-style-type: none"> • Appropriate print reference materials • Access to the Internet in the computer lab. 	<ul style="list-style-type: none"> • Instruction will focus on helping students to use print and electronic resources for finding information and for using these resources as aids in their writing. • The work extends that which was done in Grade V and students are given more practice to use the research tools available for this grade.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	D. Monitoring progress Standards 7. II. All listed; V. all listed	c. Much of the material to be covered in this strand may be new to some students. Instruction throughout the year must focus on helping them to use both print and electronic resources to access reference materials and to document their references appropriately, using acceptable punctuation.	<ul style="list-style-type: none"> • Print reference materials, other electronic resources. • Computer access 	j. Instruction will focus on helping students become familiar with basic computer concepts and citation of references appropriate to grade level. Students will have opportunities throughout the year to use the resources indicated to locate information and also to input and format text on a computer.
	E. Assessing attainment of the standards Standards: 7. – II, All listed; V, i., & iii. VI, ii. These standards can be sampled within the context of a research project which students can work on in small groups.	The skills can be tested by requiring students to prepare a research project which they work on collaboratively in small groups.	k. Print and electronic resources appropriate to grade level	
8. Conventions of written (and oral) English	A. Entry Level assessment Standards: 8 - I, i., II. i. V. ii, iv, v. A. (Grammar) 8 A II, ii; IV.i. & ii; V. All listed. B. (Sentence structure) 8B - . II, All listed . V. All listed. C. (Punctuation) 8 C - V. All listed. 1. These are the minimum	a. The standards listed can be assessed in students' use of spoken and written work. The longer writing extracts can be used to assess knowledge and appropriate use of the conventions listed.	<ul style="list-style-type: none"> • A planned oral presentation based on an experience or event. • An expository or narrative composition; or a friendly letter; or a persuasive letter. 	<ul style="list-style-type: none"> • The use of Standard English for school purposes is an important standard which students continue to work on in Grade VI and beyond. Students will receive guidance in this strand through feedback given to them based on their writing and planned oral presentations. They will be exposed to good models of language in the teacher's speech as well as the materials that they read and listened to every day.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	standards to be assessed on entry to Grade VI.			<ul style="list-style-type: none"> The emphasis of instruction will be on helping students to achieve correct and acceptable usage in the context of feedback given to them on their writing and speaking.
	<p>B. Monitoring progress</p> <p>2. Standards: All those listed under Section 8 need to be monitored on a regular basis in students' oral and written communication. These are the standards they need to attain by the end of Grade VI.</p>	<p>b. Students' use of the conventions of oral and written English should be monitored on an ongoing basis throughout the year through the oral and written tasks that are assigned on a regular basis.</p> <p>c. Evaluations of students' planned oral presentations and the use of portfolios for written work will provide a basis for checking student performance. Formal tests can be scheduled periodically, but knowledge of grammar is best assessed within the context of students' usage in their speaking and writing. Requiring the use of process strategies on a regular basis will provide students with the opportunities for practice that they need to check over their work for correctness.</p>	<ul style="list-style-type: none"> Refer to the Learning Outcomes document and the <i>Teachers' Guide</i> for suggested activities. 	<p>1. Instruction on grammar should be done in the context of the students' writing and speaking. At this stage, students' awareness is heightened about what is correct usage, and they focus more specifically on grammar points taught in short lessons.</p> <ul style="list-style-type: none"> Short grammar lessons to teach specific points. Activities and strategies for spelling should be planned on the basis of need as determined from monitoring.

Domain, strand, topic	Assessment schedule	Assessment activity	Instruments and resources	Planning further instruction
	<p>C. Assessing attainment of the standards.</p> <p>3. Standards listed under Section 8 A through C should be tested within the context of oral and written communication.</p> <p>4. Students should have attained these standards by the end of Grade VI.</p>	<p>d. Assess students' mastery of the skills indicated in the context of their planned oral presentations and in their writing.</p> <p>e. Assess these in sustained writing, but an occasional spelling quiz can be scheduled approximately every four to six weeks.</p>	<ul style="list-style-type: none"> • Spelling and grammar games • Structured writing task sheets • Samples of students' writing 	<ul style="list-style-type: none"> • The results from writing assessment and portfolio work as well as notes from monitoring should be sent forward to the teacher of Grade VI.

Glossary of terms used in the V – VI curriculum

Analysis	-	To examine something in detail, breaking it down in its constituent parts and then determining how these parts relate to the whole.
Autobiography	-	An account of a person's life written by that person [1 st person point of view].
Biography	-	An account of the life of one person written by another.
Caribbean Standard English	-	A variety of international English which uses standard forms of grammar. This variety is used for official purposes in English-speaking countries of the Caribbean and it is also in schools. Examinations for most subjects (except the foreign language subjects) are assessed using Standard English. Accents may vary across the Caribbean, but the variety of English used for official and educational purposes have the same grammar.
Character	-	The people in a narrative or dramatic work.
Character trait	-	The features or characteristics that distinguish the personalities of the people in a literary Work.
Climax	-	The high point of the action of a story.
Code	-	Any distinct variety of language.
Cohesive device	-	Coordinating and subordinating conjunctions (as well as linking phrases) that connect successive sentences in texts and conversations.
Complication	-	The presentation and development of the conflict in a plot.
Conflict	-	The conflict is the struggle between the hero (protagonist) and the villain (antagonist). The conflict can take place inside a character, e.g. the internal struggle between virtue (good) and evil.
Connotation	-	The suggested other meanings of a word as distinct from its main or primary meaning (or denotation). Denotation is considered the primary meaning and connotations are considered secondary meanings.
Context of situation	-	A term used to cover all the relevant circumstances in which an act of speech takes place.
Deictic	-	[Pronounced dai-k – tic] – has to do with location in relation to the speaker's physical Position, and of direction of movement in relation to the speaker.
Denotation	-	The denotation of a word is the relationship between the word and the object or objects to which it refers.

Dialect	-	A variety of language. In the Caribbean different dialects are spoken. For example Bajan Is a dialect that has an English lexicon but the grammar differs from Standard English in some respects.
Dialogue	-	The presentation of the words spoken by the characters in a literary work.
Diction	-	Either the way in which a person pronounces words or the choice of words used in writing or speech. It is used to refer to both meanings in this document.
Emotional tone	-	The particular feelings or attitudes displayed by a speaker.
Figure of speech	-	An expression used in a non-literal way to describe a place, person or thing, and which evokes feelings and sensations in relation to the thing described.
Genre	-	A literary type or form. Literary genres include poetry, fiction [the novel], dramatic works [e.g. comedy and tragedy], biography and autobiography.
Graphic organizer	-	A visual representation of information from a text. They are useful for showing the relationships among concepts and factual information in a text.
Homonym	-	A word that is spelt and pronounced the same as another but has a different meaning.
Homophone	-	A word that sounds the same as another but is spelt differently.
Hyperbole	-	[Pronounced hi – per – bo – li] – a figure of speech that is an extreme exaggeration or overstatement of a fact that is used to achieve a serious or comic effect.
Language variety	-	Any form of language that is considered to be distinct from others.
Metaphor	-	A figure of speech that makes an implied comparison between two dissimilar things by Identifying one with the other.
Mini-lesson	-	Direct instruction of a particular concept that has already been taught. Used particularly with students who need instruction on that concept.
Onomatopoeia	-	The use of sounds in a word that echo the meaning [e.g. the buzz of bees]
Personification	-	A figure of speech in which an inanimate object is referred to as though it were a human being.
Plot	-	The structure of the events or actions in a story.
Resolution	-	The sorting out or working out of the complication of a plot.
Setting	-	The place and time in which the action of a story occurs.
Simile	-	A figure of speech that makes a comparison between two things.
Story grammar	-	A representation of the story structure [the organization of events that make up the plot].

Theme

- The unifying idea that a writer explores in a work [e.g. love, alienation].

Tone

- The attitude adopted by a writer towards his or her subject.